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ABSTRACT

The 30 issues of the newsletter, spanning the period 1986-1993, contain articles on a variety of topics in Japanese second language instruction and the Japanese language teaching profession at the elementary, secondary, and postsecondary levels. Topics include recent and upcoming workshops, creating interest in Japanese, creative class activities, instructional materials and software, research projects, new or innovative programs, curriculum design, vocabulary development, pen pal programs, high school Japanese programs, summer instructional programs, building school and community support for a program, elementary school Japanese immersion, cultural education, networking opportunities, test development, classroom techniques, cooperative learning, group travel planning, and student skill evaluation. A recipe for a Japanese food is included in most issues. Announcements of job opportunities, conferences, travel and exchange opportunities, professional development programs, and/or information sources are also made in each number. (MSE)

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日本語教師ネットワーク

Newsletter of the Japanese Language Teachers Network

Volumes 1-8

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NEWSLETTER OF THE ILLINOIS JAPANESE LANGUAGE TEACHERS NETWORK

Vol. 1 No. 1 February, 1986

WORKSHOP ON TEACHING JAPANESE HELD IN URBANA

Ten participants from various backgrounds attended a Workshop for Teaching Japanese Language and Culture in High School, at the Levis Faculty Center on the University of Illinois campus on December 7, 1985. The workshop was organized by University High School (Uni High) in response to the overwhelming enthusiasm on the part of teachers who attended a presentation made by Hiroyo Demers and Carol Bond at the 1985 Annual Conference of the Illinois Foreign Language Teachers Association ("Why Japanese in the High School Curriculum?"). To everyone's great surprise, we learned that there are already in the State of Illinois a significant number of teachers and administrators committed to developing Japanese language programs in Illinois high schools.

Dr. Russell Ames, Director of University High School opened the program with a description of the diverse curriculum development and research projects currently underway at Uni. Hiroyo Demers gave presentations on materials and methods, teaching culture, and audio-visual resources. A tour of Japan House and a tea ceremony demonstration by Prof. Kimiko Gunji was the highlight of the workshop. Throughout the day, teachers enjoyed meeting others who shared their interest in Japan to exchange ideas, insights, and experiences. A second workshop is planned for March.

ILLINOIS JAPANESE LANGUAGE TEACHERS NETWORK

Participants at the December workshop agreed unanimously on the importance of working together to advocate the teaching of Japanese language and culture in high school and to provide a means of support and communication among teachers of Japanese. And so... the Illinois Japanese Language Teachers Network was formed. At this point the organization is entirely informal. Our "membership" extends to everyone on our current mailing list. There are no dues and no officers! We welcome you to the IJLTN!

IJLTN NEWSLETTER

Hiroyo Demers volunteered to edit the first issue of the Newsletter of the IJLTN, and University High School will provide materials, secretarial assistance, and postage. The purpose of the newsletter is to provide a means of communication among Japanese language teachers, teachers-to-be, and high school administrators. We hope to publish at least one more newsletter this spring, and we depend on you for material. Your ideas, questions, experiences, anecdotes, and announcements are all welcome. Please send your newsletter contributions to Hiroyo Demers, University High School, 1212 West Springfield Avenue, Urbana, IL 61801. Please also send names and addresses of anyone who might like to receive a copy of the newsletter. We would also welcome your suggestions for a name for the newsletter.

PLANS FOR SECOND WORKSHOP UNDERWAY

A second workshop on Teaching Japanese Language and Culture will be held in Urbana on Friday, March 14 and Saturday, March 15. We have so far tentatively planned the following presentations:

Prof. Seiichi Makino: A presentation on pedagogical approaches to the

Prof. Chieko Mulhern:	"How to Teach Culture through Japanese Literature and Film"
Prof. Yasuko Makino:	"Development of a High School Library Collection in Japanese"
Carol Bond:	"The Center for Improvement of Teaching Japanese Language and Culture in High School"
Cliff Darnall:	"The Japanese Language Program at Bloomington High School"
Hiroyo Demers:	"Activities and Games for the Japanese Classroom"
Atsushi Fukada:	"Teaching Japanese by Computer"

There will, of course, be ample time for discussion and informal exchange of ideas. You will receive in a few weeks, more detailed information on the program, place, time, accommodations, and cost of the Workshop. If you would be interested in making a presentation, or if you have suggestions for the program, please write to Hiroyo Demers at University High School, 1212 West Springfield, Urbana, IL 61801 or phone (217) 333-8203.

CREATE INTEREST IN JAPANESE BEFORE YOU START YOUR PROGRAM

Teachers at several schools have expressed interest in starting a Japanese language class but are waiting for administrative approval or until they get the necessary credits for certification to teach the language. At Bloomington High School, we formed a Japan Club a full two years before we actually began teaching the language. At Japan Club meetings, we learned simple expressions in Japanese, played Japanese games such as karuta, and saw movies and slides on Japan. Three or four time a year we would meet in the home economics kitchen and prepare a Japanese meal together, such as sukiyaki, curry-rice, tempura, or even just ramen. At a local art fair, we sold origami and also bookmarks with the purchaser's name written in katakana. We took a field trip to Chicago and visited a Japanese restaurant, grocery store, and book store. And of course, there were volleyball games against other clubs.

Japan Club has always been a small but very active club. Coverage in the yearbook and space in the morning announcements surely caused some students to think more about Japan than they would have otherwise, and it surely contributed to the large enrollment in Japanese I, offered for the first time this year.

Anything that helps to raise interest in Japan and Japanese in the community may pay off when it comes to getting a course approved and then finding enough students to make it a "go". Two years ago, my wife and I contacted the local adult education office and set up evening shortcourses in basic Japanese conversation. (A teaching certificate is not required for adult education.) As an additional benefit, I found that I could later use many of the materials that I developed for the evening course in my regular high school course.

--Cliff Darnall, Bloomington High School

A CREATIVE CLASSROOM ACTIVITY

Students receive a printed copy of "Mitsuko's weekly desk calendar" which will have the days of the week and dates in kanji. Different activities will be listed under each date. Students will be asked questions on these. This activity gets students accustomed to reading days and dates in kanji.

--Joan Monego
Oak Park & River Forest High School

UNIVERSITY HIGH SCHOOL PROPOSES CENTER FOR IMPROVEMENT OF TEACHING JAPANESE LANGUAGE AND CULTURE IN HIGH SCHOOL

University High School is currently seeking funding to establish at Uni a Center for Improvement of Teaching Japanese Language and Culture in High School. The Center will develop model programs for teaching Japanese in high school, develop and publish teaching materials for the study of Japanese language and culture for nationwide dissemination to secondary schools, and train teachers in intensive summer institutes so they can establish Japanese programs in their schools. Presently, pending funding, our plans call for a one-week workshop, Summer 1986; a three-week workshop, Summer 1987; and a six-week Institute for Summer 1988. We hope to begin to identify in 1986 a core group of teachers who can work closely with us in later workshops as instructors and consultants. We will keep you informed of our progress!

おん　むく　おん
Proverb: 恩に報いるに恩をもってする

One good turn deserves another.

Recipe: 牛丼(ぎゅうどん) (Rice Topped with Beef)

Ingredients:
3 cups short-grained rice (3 1/3 cups water)
10 ounces sliced beef (shoulderloin or rump)
4 Tblsp. water
3 1/2 Tblsp. mirin (sweet rice wine)
3 1/2 Tblsp. soy sauce
4 long green onions

1. Rinse, soak, and cook rice as directed.

2. While rice is being cooked, cut beef into 1 1/2 inch squares and green onions crosswise into 1 inch lengths.

3. Bring seasonings for beef to boil. Put in beef and cook about 2 minutes, or until done. Add green onions and turn off heat.

4. Fill large rice bowls halfway up with hot rice, and put beef on top. Pour equal amounts of remaining sauce all over the surface. Serve hot.

ANNOUNCEMENTS

*Kabuki Faust will be presented in Chicago at the Wisdom Bridge Theatre, 1559 West Howard Street, March 16-30 at 7:30 p.m. (Sundays, 2:30 p.m.). The telephone number is (312) 743-6442. The production is directed by Shozo Sato, Professor of Art, University of Illinois at Urbana-Champaign.

*The Outreach Service of the Center for East Asian and Pacific Studies, at the University of Illinois at Urbana-Champaign, 1208 West California Street

Urbana, IL 61801, publishes an excellent newsletter in cooperation with the Centers for African, Latin American, and Russian and East European Studies. The most recent issue featured articles about New Year's celebrations in Japan, China, the Soviet Union, and various Latin American and African countries.

*The ATJC (Association of Teachers of Japanese) is an association of professors and teachers of the Japanese language. It is a nationwide organization which publishes a journal and a newsletter and holds an annual convention. The new chairman of the ATJ is Prof. James O'Brien, University of Wisconsin, East Asian Languages and Literature, Van Hise Hall, 1220 Linden Drive, Madison, WI 53706.

*An excellent newsletter is published by the Japan Center of Tennessee. To receive the newsletter, write to Dr. Esther Millon Seeman, Director, The Japan Center of Tennessee, Middle Tennessee State University, Murfreesboro, TN 37132. The most recent issue contains articles on Kabuki, Japanese-American trade relations, Girls' Day, haiku, and a book review of Japan: The Most Misunderstood Country, by K. Kobayashi.

*Hiroyo Demers and Carol Bond will present a talk, "Teaching Japanese in High School," at the 1986 National Association of Laboratory Schools Convention at the Palmer House in Chicago, February 25.

*There is an authorized dealer of Japanese word processors in California. The company sells both Sharp and Fujitsu word processors. For information, write or phone CompuBot, 340 East 2nd Street, Suite 305, Los Angeles, CA 90012. Telephone: (213) 626-5333.

*The 38th Annual Meeting of the Association for Asian Studies will be held in Chicago on March 21-23, 1986, at the Chicago Hilton and Towers. Membership dues for the Association are $35; non-members may, however, attend the meeting. There is a registration fee. Two presentations of particular interest are a panel on the "Role and Future of Pre-Collegiate Programs for East Asian Languages and Culture: Where Have We Come From? Where are We Going?"; and "New Materials and Directions for Teaching about Japan at the Pre-Collegiate Level." In addition, there will be a book and media exhibit. For further information, write or phone the Association for Asian Studies, University of Michigan, 1 Lane Hall, Ann Arbor, MI 48109.

*Telejapan, USA has two new series of educational videocassettes. Japan Today is supplemental material for sociology, history, literature, and language courses. These tapes are in English and may be purchased individually or as a series.

Japanese Language Educational Video-Tape Series is for use in beginning and intermediate language classes. This series has been endorsed by the Japanese Ministry of Education.

Demonstration tapes are available. For more information contact: Telejapan USA, 964 Third Avenue, 3rd floor, New York, New York 10155. Telephone: (212) 980-5333.

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Joan Monego

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NEWSLETTER OF THE ILLINOIS JAPANESE LANGUAGE TEACHERS NETWORK

Vol. 1 No. 2 May, 1986

HIGHLIGHTS OF IJLTN SPRING WORKSHOP

The first day of what proved to be a well-planned and beneficial workshop began with coffee and donuts and an opportunity to renew our acquaintance with colleagues we had met at the December conference and to meet other individuals involved in promoting quality Japanese programs in Illinois schools. A formal welcome by Dr. Russell Ames, director of the sponsoring University of Illinois Lab School, and Carol Bond, University High School's foreign language director, was followed by a fascinating presentation by Dr. Chieko I. Mulhern entitled "Teaching Culture through Japanese Literature." Dr. Mulhern demonstrated how a teacher could use a selection of poems by haiku artists Matsuo Basho, Ya Yosa Buson, and Kobayashi Issa to introduce students to central elements of Japanese thought. For example, in Basho's famous haiku, "Old pond--/A frog dives--/The sound of water", we can see the antitheses of eternality or stasis (the old pond) and ephemerality or change (the frog's movement into it, and its implied later movement out). Other themes repeated throughout several haiku were the idea that "nothing really is, because all is in the process of becoming," reincarnation, the belief that attachment to this earthly world is the source of evil, the interrelationship of the senses, and Japanese feelings about love, loneliness, and death. Dr. Mulhern's enthusiasm was contagious, and many of us expressed an eagerness to share some haiku with our own students.

Next Hiroyo Demers discussed the Intensive Japanese program at University High School. Her course meets two hours each day and is open only to seniors at this school for the gifted and talented. She has developed a series of writing, listening, and conversation exercises to supplement Sato, Shishido, and Sakihara's *Japanese Now, Vol. I* and *Japanese Now, Vol. II*, the textbooks she uses for the course. After her presentation and lunch, participants walked to "Uni High" to observe Hiroyo's class. All were very impressed not only by the enthusiasm for the language shared by Hiroyo and her eleven students, but by the students' ability to communicate in fluent, idiomatic, and syntactically complex Japanese and to read intermediate *kanji*. Through Hiroyo's creative and dedicated teaching, these bright young people had achieved levels of proficiency comparable to mid- or late-second semester college students of the language.

The rest of the afternoon was devoted to the sharing of teaching ideas among the participants in the conference. First Hiroyo discussed and handed out information on a series of games she had successfully used in her classroom, such as "Around The World," "Vocabulary Ping-Pong" (*shiri-tori*), "The Price is Right," and "Sentence Montage." She discussed other ways to encourage students to use the language creatively, such as by having them supply dialogue for a Japanese comic strip on which the original dialogue has been whited out or having them role-play situations in which they might find themselves in Japan. She also suggested giving students copies of magazine articles and having them race to locate certain *kanji* or *katakana* words in the text.

Following Hiroyo's presentation was a period set aside for the various participants to share ideas that had worked for them. Itsuko Mizuno shared a series of activities which she has used in kindergarten through eighth grade classes at Murray Language Academy in Chicago. She brought several sets of *karuta* cards and sample textbooks to show us. Janet Fukada shared her success with the Total Physical Response method of language instruction, adding that she also has students give her commands to act out.

In the final presentation on Friday, Cliff Darnall discussed the new Japanese program at Bloomington High School. The Bloomington program is perhaps typical in that the instructor is assigned courses in other subject areas as well, in that the class has twenty students of widely differing ages and abilities, and in that the class meets only one period per day. First, Cliff dealt with the need to create a long-term interest in Japanese in the community, and suggested organizing adult education classes, forming a Japan Club, and preparing slide-tape presentations for use at the elementary and junior high schools, accompanied by sessions on Japan for district teachers at faculty workshops. Copies of the objectives and syllabus for the Japanese I course were distributed. Cliff discussed the importance of selecting a textbook which uses only Japanese script, but stressed that teachers should emphasize the development of skills in the oral language from the first day of class. Cliff finds it useful to use a spiral approach and carries on class almost entirely in Japanese.

The group reconvened Saturday morning to hear a presentation by Seiichi Makino, Professor of Japanese Language and Linguistics at the University of Illinois, Urbana-Champaign. Professor Makino stressed the need for teachers trained in foreign language instruction, as well as in the Japanese language. He emphasized the importance of the aural/oral approach at all levels of instruction. Participants received copies of the ACTFL Proficiency Guidelines, which Dr. Makino helped draft. Addressing the issues of using romanized instructional materials, Dr. Makino put forth convincing arguments for rejecting this approach.

Following the discussion of pedagogical matters, Yasuko Makino, Japanese Bibliographer and Assistant Professor of Library Administration at UIUC spoke on "Basic Library Materials for Teaching Japanese Language and Culture." Professor Makino distributed a bibliography of over two dozen works, many of which she had brought along for our perusal. She commented on the usefulness, availability and price of these publications. It was helpful to learn that there is an Asian Library at the University of Illinois where teachers and researchers may get assistance (Phone: (217) 331-1501).

After a delicious lunch, participants walked over to the computer center in the Foreign Language Building to hear presentations by Atsushi Fukada and Kazumi Hatasa, graduate teaching assistants. Both have developed software for use on the American-made IBM P.C. or close compatible computers. Mr. Fukada demonstrated a word-processing program that produces text in hiragana, katakana, and kanji. Participants were amazed at the capacity of this software, which included a kanji dictionary and such special features as the ability to compile a kanji list from a given text, in addition to the usual functions available on word processors. Mr. Hatasa demonstrated Japanese teaching material, which included a hiragana exercise with pictures, flashcard exercises, drills, stroke-order presentation and exercises, and crossword and wordfind puzzles for vocabulary drill. The instructional possibilities were immediately evident. Participants plied the speakers with questions. In particular many were anxious that the programs be made available for purchase soon.

Reluctantly our group left the computer room and returned to the Levis Faculty Center for a wrap-up session given by Carol Bond, Executive Teacher in the Foreign Language Department at University High School. Clearly the high school and the University are looking toward the future and envision growing interest in Japanese language instruction. They have formed a network of Japanese teachers (and potential teachers) with the hope that this language will be more widely taught at the pre-collegiate level. They envision future summer workshops for teachers of Japanese on the Urbana-Champaign campus and are seeking funding from government agencies, private foundations, and corporations to assist them in this project.

Facts and statistics indicate that the time is ripe for introducing Japanese language study at the secondary and elementary levels. This conference generated enthusiasm for working toward that goal. The Illinois Japanese Language Teachers Network provides a support system to help interested educators achieve that goal. It is expected that the network will grow to include educators from other Midwestern states. It is our hope that funding for Japanese language programs and teacher training will increase, and Japanese will take its place among other languages now commonly taught in most schools.

--Cliff Darnall, Bloomington High School
--Joan Monego, Oak Park and River Forest High School

SURVEY OF JAPANESE LANGUAGE TEACHERS

Results of a recent survey of Departments of Education of several Midwestern states indicate that here and there a few high school Japanese language programs are being planned, or are already underway:

Kentucky (4): Bowling Green, Georgetown, Lexington, Louisville
Missouri (1): St. Louis
Indiana (4): Indianapolis
Tennessee (1): Nashville
Iowa (2): Des Moines, West Des Moines
Wisconsin (1): Milwaukee
Illinois (4): Bloomington, Normal, Oak Park, Urbana
Michigan (0): "However, our goal is to institute the Japanese language in several of our schools over the next few years."

To teachers of these programs, who are receiving this issue of our newsletter, we wish you a resounding "Welcome to the IJLTN"! We invite you to write us about your program, and to participate fully in all the activities of the IJLTN.

IJLTN FALL MEETING PLANNED FOR OCTOBER

The fall meeting of the Illinois Japanese Language Teachers Network will be held on the campus of the University of Illinois at Urbana-Champaign October 3-5, in conjunction with the 35th Annual Meeting of the Midwest Conference on Asian Affairs (MCAA), which is an affiliate of the Association for Asian Studies. The Conference will feature panel discussions and scholarly papers relevant to Japan and Japanese language, which will form the nucleus of the program for the weekend. In addition, we will schedule opportunities for Network members to meet together throughout the Conference. Several IJLTN members will present a panel discussion at the MCAA Conference, tentatively titled "Designing and Implementing a Japanese Language Program for High School Students." Presenters are Cliff Darnall, Hiroyo Demers, Seiichi Makino, and Joan Monego. Discussant will be Juergen Hoegl, of the Illinois State Board of Education. Please reserve these dates for what should be a very exciting Fall meeting. The MCAA will forward more detailed information to everyone on our mailing list when plans are finalized.

SUMMER WORKSHOP CANCELLED

Efforts to secure funding for the June 1986 one-week Workshop on Teaching Japanese Language and Culture in High School have been unsuccessful, and we regret to announce that the workshop has been cancelled. We will continue our efforts in the hope that we will be able to offer a three-week workshop in the Summer of 1987.

Proverb: ふく すい ぼん
覆水盆にかえらず

It is no use crying over spilt milk.

MIDWEST PROGRAM FOR TEACHING ABOUT JAPAN (MPTJ): MINI-GRANTS

The MPTJ will provide up to thirty mini-grants, of a maximum of $150 each, to teachers who teach about Japan. These grants can be used for duplicating material on Japan for distribution at conferences and workshops, or for conference expenses including registration, audio-visual fees, and travel expenses for teachers making presentations. Other uses of the funds will also be given consideration. To apply, write to: Kathryn Weathersby, Outreach Director, Midwest Program for Teaching about Japan, Indiana University, 2805 East 10th Street, #120, Bloomington, IN 47405. State the purposes for which the money will be used, and the specific dollar amounts needed for each purpose.

JOB OPPORTUNITIES!

-Valley High School, 1140 35th Street, West Des Moines, Iowa 50265; Dr. Robert Brooks, Principal. (They hope to offer Japanese if they can find a qualified teacher.)

-Indianapolis Public Schools: Contact Mrs. Carole S. Craig, Supervisor, Personnel Administration, Room 103-E, 120 East Walnut Street, Indianapolis, Indiana 46204. (Half-time at Junior High; half-time at foreign language Magnet School.) Candidates must demonstrate exceptional ability in Japanese; B.S. preferred.

えびの天ぷら Shrimp Tempura

1 cup flour
1/2 tsp. salt (optional)
1 egg
1 cup cold water
1 pound shrimp,
  shelled and deveined

2 Tb. soy sauce
1/2 tsp. salt
2 tsp. sugar
1 tsp. dry sherry
3 cups oil
2 Tb. grated daikon (white radish)

Sauce

Mix soysauce, salt (1/2 tsp.), sugar and sherry and heat until it boils. Then keep it warm. Add daikon just before serving.

Tempura

1. Mix egg with cold water. Add flour gradually and make batter. (Salt is optional.)

2. Coat shrimp with batter and deep fry in oil which has been preheated to 350 degrees.

IJLTN MEMBERSHIP QUESTIONNAIRE

In order that we may update our mailing list, and begin to get a better idea of the interests, background, and goals of our members, we ask that you fill out and return to us, as soon as possible, the attached questionnaire. We hope to provide you with a revised membership list in the Fall.

ANNOUNCEMENTS

*Art Exhibit: "The Great Eastern Temple: Treasures of Japanese Buddhist Art from Todai-ji", June 28-September 7, 1986, The Art Institute of Chicago. The exhibit will include 149 objects, many of which have been designated National Treasures.

*A Workshop and a credit course on "Japanese Art and the Todai-Ji Exhibition" will be offered at the Art Institute of Chicago, July 14-18. Topics will include Buddhism, Japanese sculpture, the Japanese written language, calligraphy, ritual in daily life in Japan, and lesson-plan sharing. Week-long workshop fee, $30; 1 hour post-baccalaureate credit, $10. To enroll, write to Teacher Services, Department of Museum Education, The Art Institute of Chicago, Michigan Avenue at Adams Street, Chicago, IL 60603; (312) 443-3914.

*Todai-ji Symposium; August 2, 1986; 9:00 a.m. - 4:30 p.m. Scholars will present papers addressing issues in Japanese studies related to Todai-ji; discussion and reception will follow.

*Newspaper: The Chicago Japanese American News (in both Japanese and English). $30 for 6 months; The Chicago Shimpo, Inc., 4670 North Manor Street, Chicago, IL 60625; (312) 478-6170.

*Free Films and Video Cassettes: Japan Information Service, Consulate General Of Japan, Water Tower Place, Suite 950E, 845 North Michigan Avenue, Chicago, IL 60611.

First Year Japanese. Eight-week session to be offered at the University of Illinois, Urbana, June 12-August 9; 10 credit hours or 2 units. For information, contact Center for East Asian and Pacific Studies, 1208 West California Avenue, Urbana, IL 61801; (217) 333-4850.

*East Asian Summer Language Institute. Beginning level: June 13-August 15, 1986; Intermediate, advanced, and career Japanese: June 20-August 15, 1986. For information, write: Indiana University, Midwest Program for Teaching about Japan, 2805 East Tenth Street, Bloomington, Indiana 47405; (812) 335-3838.

*Materials available from the Midwest Program for Teaching about Japan (above address): Free Resources for Teaching about Japan; Shinto: Traditional Religion in Japan; Introduction to Zen Buddhism; How to Get Along in Japanese Society; An Inquiry Unit on the Economic Geography; Japan for Junior High Geography.

PLEASE SEND ARTICLES, IDEAS TO SHARE, AND ANNOUNCEMENTS FOR NEXT ISSUE OF THE IJLTN NEWSLETTER TO CAROL BOND, UNIVERSITY HIGH SCHOOL, 1212 WEST SPRINGFIELD, URBANA, IL 61801.

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米国中西部 日本語教諭ネットワーク

NEWSLETTER OF THE MIDWEST JAPANESE LANGUAGE TEACHERS NETWORK

Vol. 1 No.3 Nov. 1986

--NEW TEACHING CENTER ESTABLISHED--

University High School (University of Illinois at Urbana-Champaign) has been awarded a $47,000 grant from the Japan-United States Friendship Commission, to establish a Center for Improvement of Teaching of Japanese Language and Culture in High School.

In order to serve the needs of developing Japanese Language programs around the country, and to facilitate the development of new programs, the center has four functions:

a) Serving as a model for teaching Japanese in secondary schools.

b) Developing and publishing teaching materials for the study of Japanese language and culture.

c) Furthering the professional development of teachers of Japanese language and culture by conducting workshops and institutes.

d) Maintaining a network of teachers of Japanese.

We are pleased to announce the addition of Ms. Surabela Fabian to the Center staff, which also includes Carol Bond and Hiroyo Demers. Several projects are well underway, including planning for the 1987 Summer workshop and field testing of teaching materials.

We are excited about the future of Japanese Language teaching in the Midwest and elsewhere around the country, and look forward to working with network members to develop new programs and enhance existing ones. We'd like to hear from you about your Japanese programs, and would also appreciate the names of other individuals currently teaching Japanese or hoping to establish a Japanese program, who might be interested in receiving our mailings.

--OCT. WORKSHOP--

The Network's third workshop was held in conjunction with the 35th Annual Meeting of the Midwest Conference on Asian Affairs on October 3, 1986. Prof. Seiichi Makino, Dr. Joan Monego, Mr. Cliff Darnell, Mr. Brian Victoria, Ms. Hiroyo Demers, and Dr. Paul Griffith from the Illinois State Board of Education presented a panel discussion entitled "Designing and Implementing a Japanese Language Program for High School Students." Over twenty people from all over the Midwest came to the panel discussion. On the second day of the workshop, Dr. Martin Weinstein met with the group to discuss "Understanding the Current Political Situation in Japan: An Introduction for Teachers."

--FLASH--SUMMER WORKSHOP PLANNED--

We are pleased to announce the planning of a two-week-long summer workshop on the Teaching of Japanese Language and Culture in high school, to be sponsored by the Center for Improvement of Teaching of Japanese Language and Culture in High School, and held in Champaign-Urbana from June 14th through June 27th. The workshop will feature an intensive training period which includes both lecture presentations and hands-on experience in developing classroom materials. Stipends are available to qualified applicants. A questionnaire regarding the workshop will be mailed out to you shortly. We hope you can participate!

--NETWORK NAME CHANGE--

We are happy to announce that as a result of the enthusiastic response of teachers from our surrounding states, we have changed our name from the Illinois Japanese Language Teachers' Network to the Midwest Japanese Language Teachers Network (MJLTN). We welcome our newest members and look forward to your comments and suggestions on how we may best serve you.

--MINI-GRANT--

University High School has been awarded a mini-grant from the Midwest Program for Teaching About Japan, (MPTJ) at Indiana University, Bloomington, Indiana, to support the publication of the Newsletter of the Midwest Japanese Language Teachers Network. The MPTJ program offers mini-grants of up to $150. to teachers who teach about Japan. For more information, please write to: Kathryn Weathersby, Outreach Director, Midwest Program for Teaching About Japan, Indiana University, 2805 East 10th Street, #120, Bloomington, Indiana 47405.

--AGENDA FOR THE EIGHTIES--

Hiroyo Demers and Joan Monego made presentatons at the state-wide conference, Agenda for the Eighties, held in Springfield on November 7th and 8th. Joan's presentation was on "Instituting High School Programs in Less Commonly Taught Languages," and Hiroyo spoke on "Building Japanese Language and Culture Programs." At a working luncheon attended by several MJLTN members, important discussions were begun with Susan K. Bentz, Manager of Professional Relations and Certification for the Illinois State Board of Education, concerning the issues of teacher training and certification in Japanese. According to Dr. Seiichi Makino, the University of Illinois is ready to move forward to establish a teacher training program in Japanese. The process will be a slow one however. Ms. Bentz suggested that in the meantime, it would be a simple matter to establish a minor in Japanese language so that undergraduates enrolled in teacher-training programs could also be prepared to teach Japanese. At a forum closing the conference, Carol Bond described the dilemma of public schools that are ready to begin teaching Japanese language now, but which find there are no certified Japanese language teachers. She urged the State Board to establish an interim provisional certification process until formal teacher training programs can be established.

THE STATUS OF COMPUTER SOFTWARE FOR TEACHERS OF JAPANESE

Atsushi Fukada and Kazumi Hatasa

Those of you who attended the IJLTN conference in March, 1986 may remember the presentations by Atsushi Fukada and Kazumi Hatasa on a Japanese word processor and a kana-teaching program written for the IBM PC. The kana program now includes both hiragana and katakana, and lessons on stroke order. It has been in use in beginning Japanese courses at the University of Illinois since the summer of 1986, and has been received favorably by the students. Programs have also been added to teach numbers, verb conjugations, and katakana representations of foreign names.

A printer interface module for the Japanese word processor has been completed, and support for the IBM Graphics printer and the IBM ProPrinter. Support for letter quality printers, Epson LQ series and Toshiba's new line of printers, will be available by the end of this year.

The authors have not as yet been able to locate a publisher to distribute the programs commercially. In the meantime, anyone interested in purchasing them directly may write to Atsushi Fukada at the address below. The authors would appreciate any suggestions Network members may have regarding a publisher for the programs, as they hope to develop many more Japanese language programs for the computer. Contact Atsushi Fukada and Kazumi Hatasa at Language Learning Laboratory, G-70 Foreign Languages Building, 707 South Mathews Avenue, Urbana, Illinois 61801, (217) 333-1719.

Proverb: 事実は小説より奇なり

Truth is stranger than fiction.

TRAVEL ABROAD

*Japanese Education & Society Program
"Views of Japan" is a summer study and travel opportunity open to teachers and school administrators with an interest in experiencing Japanese people, culture and the educational scene. The program runs from July 2nd through 23rd, and includes a host family stay, trips to important urban and rural sites, and visits with secondary school classes and educators. For more information contact Educator Exchange Programs, Council on International Educational Exchange, 205 East 42nd Street, New York, New York 10017, (212) 661-1414 extension 1208.

*Youth for Understanding (YFU)
YFU arranges a summer program in Japan. Participants will live with a host family for 2 months. Contact Youth Exchange Program, Midwest (IL, KS, MO, WI) 1616 East Roosevelt Road, #9, Wheaton, IL 60187.

*Homestay and Study in Japan
U.S.-Japan Cross Culture Center
This is a two-week cultural experience in Japan for people of all ages. The program includes a home stay, Japanese lessons, field trips and cultural classes. The cost is approximately $900. You can apply for either Spring, Summer, Fall, or Winter trips. Application form is available from Cross Culture Center, Japanese American Culture and Community Center, 244 South San Pedro Street, Suite 305, Los Angeles, CA 90012, (213) 617-2039.

*International Christian Youth Exchange
This program will enable your students to spend a year in a totally Japanese environment. They will experience the country by volunteering with Japanese community organizations in social service and cultural fields. For more information, contact Edwin H. Gragert, Ph.D., Executive Director, 134 West 26th Street, New York, NY 10001, (212) 206-7307.

*Open Door Student Exchange
This program includes studying abroad during summer, semester or full year terms in Japan. Homestays and high school classes are offered. Scholarships are also available. The deadline for all applications is April 15, 1987. For more information, write to Open Door Student Exchange, 124 East Merrick Road, P.O. Box 1150, Valley Stream, New York 11582.

*Center for Japanese Students at Nanzen University
This is a one-year undergraduate program with full credit. The program includes Japanese language study (at all levels), area and culture courses, homestay, and field trips. For more information, write to Nanzen University, Center for Japanese Studies, 18 Yamazato-cho, Showa-ku, Nagoya, Japan 466.

--EMPLOYMENT OPPORTUNITIES--
We have recently learned that the Maine Township East High School and the Illinos Math and Science Academy will be starting Japanese language programs next year and do not as yet have teachers. For further information please contact the Foreign Language Program Director at each school: Maine Township East High School, Dempster Street & Potter Road, Park Ridge, IL 60068; Illinois Math and Science Academy, 1500 West Sullivan, Aurora, IL 60506.

Recipe: えびのトマトソース煮.

SHRIMP IN TOMATO CHILI SAUCE

Another new way to deep fry shrimp and a memorable one. The subtle tomato chili sauce is a perfect foil.

Ingredients

1 lb. shrimp, shelled and black vein removed
1 tsp. wine
2 tsps. cornstarch
Oil for deep frying
2 tsps. ginger root, finely chopped
5 tbsps. onion or leek, finely chopped
1 tsp. red chili pepper
3 tbsps. oil
Sauce: 1 tsp. salt, 2 tsps. sugar, 4 tbsps. tomato catsup, 1 tbsp. cornstarch, mixed with 1/2 cup water

Utensils and Equipment

Deep fryer, bowls, absorbent paper

Method

Dredge shrimp with wine and cornstarch. Heat oil to 320 degrees, deep fry shrimp until tender, remove, and drain on paper. Heat 3 tbsps. oil, saute ginger, onion, and chili pepper, mixing well over high heat for 2 minutes. Add shrimp and sauce, stirring constantly, and thicken with cornstarch mixture. Remove from heat when mixture thickens. Serve hot.

--ANNOUNCEMENTS--

The 1986 edition of The Yale East Asian Outreach Catalogue is now available. The catalogue is a comprehensive guide to the variety of resources on East Asia available at Yale University, and also contains a detailed list of the A.V. materials which are available on a national basis through the Resource Center and information on how to reserve and borrow the films, videocassettes, slide sets, multimedia units, records and tapes, and artifact kits housed in the center. Price: $3.00. Make checks payable to "Yale University". Mail to Outreach Director, Council on East Asian Studies, Yale University, 85 Trumbull Street, Box 13A, New Haven, CT 06520.

Video Letter from Japan is an excellent series of 25-minute videocassettes designed to give American elementary students a candid look at life in Japan from the perspective of Japanese elementary students. The kits are available in VHS and Beta and each contains two video letters, two teacher's guides and a poster. For further information, please contact: The Asia Society, Ed. Dept., 725 park Avenue, New York, New York 10021, (212) 288-6400.

A Curriculum Guide to Teaching About Japan 6th grade, by Sybil Abbot and the Washoe County School District. Contact: Ms. Sybil Abbot, 446 Games Drive, Reno, Nevada 89509.

Japan Activity Sheets provide background and instructions for recreating authentic Japanese activities in the classroom. $7.70 for the set of ten. Order from: The Museum Shop, Children's Museum, 300 Congress Street, Boston, MA 02161.

THE COMMITTEE ON TEACHING ABOUT ASIA (CTA), a standing committee of the Association for Asian Studies, serves to further the understanding of Asia by improving the teaching of Asian Studies at the elementary, secondary, and undergraduate levels. CTA membership is open to both members and non-members of the Association for Asian Studies. Annual dues are $5.00. Mail to: Marilyn Turkovich, Urbana Education Program, 420 West Wrightwood, Chicago, Illinois 60614.

PLEASE SEND ARTICLES, IDEAS TO SHARE, AND ANNOUNCEMENTS FOR NEXT ISSUE OF THE MJLTN NEWSLETTER TO SURABELA FABIAN, UNIVERSITY HIGH SCHOOL, 1212 WEST SPRINGFIELD, URBANA, IL 61801.

* * * * * * * * * *

Editors: Carol Bond
Hiroyo Demers
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Kazumi Hatasa

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The Newsletter of the Midwest Japanese Language Teachers' Network is a publication of the Center for Improvement of Teaching of Japanese Language and Culture in High School, and is supported by a grant from The Midwest Program for Teaching About Japan.

日本語教諭ネットワーク

NEWSLETTER OF THE JAPANESE LANGUAGE TEACHERS NETWORK

Vol. 2 No. 1 February 1987

* * SUMMER WORKSHOP ON TEACHING JAPANESE * *

The Center for Improvement of Teaching of Japanese Language and Culture in High School is pleased to offer a two-week workshop entitled "Teaching Japanese Language and Culture in High School," from June 14th through June 27th, 1987. The Workshop will be held on the campus of the University of Illinois at Urbana-Champaign (UIUC), and participants will earn one unit (4 semester hours) of graduate credit. Dr. Seiichi Makino, Professor of Japanese Studies at the Center for East Asian Studies of the University of Illinois is director of the workshop. Dr. Makino has served as director of the summer Intensive Japanese Language school at Middlebury College, Vermont, since 1978. The workshop is funded by a grant from the Japan-United States Friendship Commission, which will provide tuition, room, board and an additional stipend of $750 to eight qualified applicants. Without financial assistance, the cost of attending the Workshop is $250. Application forms will be mailed out by February 20.

You are encouraged to apply if you are:

.... a teacher with an existing program in Japanese language,
.... a teacher whose school district plans to begin a Japanese language program,
.... an individual with strong Japanese language skills and the goal of one day teaching Japanese in a secondary school.

You will have the opportunity to:

.... study with professors from the University of Illinois who are specialists in areas of Japanese language education and Japanese culture,
.... interact with other high school teachers and learn from their experiences,
.... become acquainted with computer software, audio-visual and library materials available for teaching Japanese, and
.... strengthen your language teaching skills.

For further information about the workshop, please call or write to Surabela Fabian, University High School, 1212 West Springfield, Urbana, IL 61801. Telephone (217) 333-8203.

* * INTERNATIONAL INTERNSHIP PROGRAMS * *

The International Internship Programs - Worldwide Exchanges for Professionals, offers two programs which may be of interest to you and your school. One presents an opportunity for American educators and administrators to travel to Japan, and the other invites a Japanese professional into your community. Teaching About the World in Asia is an 18-day study seminar in Tokyo from June 25th through July 12th for educators and administrators. Participants live with a Japanese family for part of their stay, while observing in classrooms, visiting cultural and historic sites, and interacting with educators from Japan, China, South Korea, Taiwan, Hong Kong and the Philippines. At least two days are also spent in Hong Kong. A three-credit course option is available to interested participants. The goals of this program are: 1) to allow American educators to learn how Asian education systems work, and 2) to facilitate international dialogue between U.S. and Asian educators. The cost to participate is approximately $2550, which includes round trip airfare from the West Coast, accommodations, land transportation, medical and health insurance, instructional seminars, host family and visitation arrangements and most meals. As the application deadline for this program is rapidly approaching, interested persons should immediately contact: The International Internship Programs, 401 Colman Building, 811 First Avenue, Seattle, Washington 98104. Telephone (206) 623-5539.

The other program of interest is called the Japanese School Internship Program which offers your school the opportunity to host a Japanese professional for three, six or nine months. Under this program the Japanese visitor lives with a host family in your community while teaching and observing in your school and other local schools, under the guidance and supervision of a host teacher. The visitor may be a certified teacher, prospective teacher or an ordinary citizen who has certification in one or more of the traditional Japanese arts, such as calligraphy, martial arts, flower arrangement (ikebana), paper craft (origami) or others. They range in age from 20 to 53 years, and are carefully screened on the basis of their personality, language ability, and the purpose of their visit. Expenses of this program are paid for by the visitor, including a modest payment to the host family for the cost of meals. Visitors are eager to introduce their Japanese skills to Americans, and receive no financial remuneration for their services. This is a wonderful opportunity to have a Japanese national contribute to your classes and to broaden the horizon of other students in your school as well. If you and your school administrators are interested in becoming a host school, or would like more information, please contact: International Internship Programs, 7-5-4 Koyama, Shinagawa-ku, Tokyo 142 Japan. Telephone: 03-787-1973.

正直は最良の策

Honesty is the best policy.

* * IDEA EXCHANGE * *

Joan Monego, Japanese teacher at Oak Park and River Forest High School, Oak Park, Illinois, suggests the following activities for your classroom and school:

Classroom Activities

1. Use physical props, such as a pitcher of water and goodies to eat, to teach the imperative form, -te imasu form and the past tense of verbs. Example: Student #1 gives a command to Student #2, to eat or drink

something. Then Student #1 asks Student #3 what Student #2 is doing. Student #1 then asks Student #4 what Student #2 just did. In small groups of 4 students, and by using a limited number of verbs, students should quickly learn the proper use of imperative, -te imasu and past tense forms. This exercise also presents the opportunity to introduce students to Japanese foods and beverages.

2. Bring into class some Japanese currency or fascimile along with various fruits, and borrow a scale from your school's science department. One student plays the role of the fruit vendor while other students purchase fruits by the kilo weight and pay for it in yen.

Foreign Language Week Activity

On each day of Foreign Language Week, just before the school day begins, one teacher of each of the five languages taught at Oak Park and River Forest High School, gives a 15 minute TPR (total physical response) lesson in the target language. Sessions are conducted entirely in that language, and are open to faculty and students alike.

Cliff Darnall, Japanese language teacher at Bloomington High School, Bloomington, Illinois, conducts the following activity with students in his Japanese II class:

> We produce a newsletter with articles written by the students. Topics include: our school; the Christmas concert, sports, Japanese class, Japan Club, our foreign exchange student, and a visit to class by new Japanese residents in the area. The students work in small groups, and receive feedback on their drafts before composing the final version. Articles are written on Japanese-style grid paper (genkooyooshi), and are accompanied by English translations for the benefit of friends, parents, schoolmates and faculty.

* * JAPANESE TRAVEL AND EXCHANGE PROGRAMS * *

One of the most exciting features of language study is the opportunity it affords for international travel and the potential for an exchange of ideas with others while speaking in their native tongue. Although today English is widely spoken, citizens of other countries are usually appreciative of foreigners' efforts to speak their language and often respond with patience and encouragement.

In our effort to aid you in furthering your students' academic and personal horizons, this issue of the JLTN Newsletter features a list of Travel and Exchange Programs with Japan, taken from the Advisory List of International Educational Travel and Exchange Programs, 1986-87, published by the Council on Standards for International Educational Travel. To obtain a copy of the booklet (which includes a list of programs to almost every country of the world), send your letter of inquiry to: Council on Standards for International Educational Travel, 1906 Association Drive, Reston, Virginia, 22091.

The following list may not be complete, but it should be a good starting point.

AFS International Programs
Rahla Hall, Vice President
313 East 43rd Street
New York, New York 10017
212-949-4242

The American Heritage Association
Shirley Kremer, Vice President
Post Office Box 425
Lake Oswego, Oregon 97043
503-635-3703

American Institute for Foreign Study
Mr. Tom Jones
102 Greenwich Avenue
Greenwich, Conn. 06830
1-800-243-4567

Am. Intercultural Student Exchange
Klaus Bergmann, Program Director
7728 Lookout Drive
La Jolla, California 92037
619-459-9761

Am. Int'l. Youth Student Exchange Program
Francella Hall, Executive Director
200 Round Hill Road
Tiburon, California 94920
415-435-4049

AYUSA International
John F. Wilhelm, President
1075 Battery Street
San Francisco, California 94111
415-434-1212

Educational Foundation for Foreign Study
Mimi Wenner, Director
1528 Chapala Street
Santa Barbara, California 93101
805-963-0553

Experiment in International Living
Alan Carter, Vice President
Kipling Road
Brattleboro, Vermont 05301
802-257-7751

Int'l. Christian Youth Exchange
Annie Combs, Director
134 West 26th Street
New York, New York 10001
212-206-7307

Int'l. Student Exchange, Inc.
Nancy Salucci, Manager
Post Office Box 58
Fort Jones, California 96032
916-468-2264

International Travel Study, Inc.
Barbara Hyland, President
4200 4th Street North, Suite 1
St. Petersburg, Florida 33703
813-525-2096

Intropa International, U.S.A.
Craig D. Northrup, President
1066 Saratoga Avenue, Suite 100
San Jose, California 95129
408-247-5574

National Registration Center for
Study Abroad
823 North Second Street
Milwaukee, Wisconsin 53203
414-278-0631

Open Door Student Exchange
Howard Bertenthal, President
124 E. Merrick Road, P.O. Box 1150
Valley Stream, New York 11582
516-825-8485

Peace-U.S.A.
Thomas F. Abbott, President
647-J Parkmeadow Drive
Westerville, Ohio 43081
614-895-3117

People to People H.S. Student
Ambassador Program
110 Ferrall Street
Spokane, Washington 99202
509-534-0430

School Exchange Service
Nat'l. Assoc. of Sec. School Principals
1904 Association Drive
Reston, Virginia 22091
703-860-0200

Up With People
Glen Shepherd, Director
3103 North Campbell Avenue
Tucson, Arizona 85719
602-327-7351

Youth for Understanding
William Woessner, President
3501 Newark Street, N.W.
Washington, D.C. 20016
202-966-6800

ポークの甘煮、

SWEET AND SOUR PORK

Ingredients

1 1/2 pounds pork
1/4 cup red wine

Sauce:

1/4 cup soy sauce
2 Tbsp. vinegar
2 Tbsp. sugar
1 clove grated garlic
1/2 tsp. grated ginger
1/2 cup grated pineapple
1/2 cup lemon juice

(1) Mix all the ingredients for the sauce and cook until it thickens. Then cool.

(2) Cut meat into medium-sized pieces and sprinkle with salt and pepper. Fry it in 1 Tbsp. oil. Add wine. Cover and steam for 20 minutes.

(3) Next, mix meat with the sauce.

(4) Serve over rice.

* * ANNOUNCEMENTS * *

* Pen Pals

Encourage cultural exchange through the World Pen Pal Program of the International Institute of Minnesota. This organization offers students the opportunity to correspond with Japanese students of the same age. The cost is $2.00 per person/per arrangement, but groups of six or more can make the arrangement for $1.75 each. For a free brochure giving further information, contact Lonija Fazendin at the International Institute of Minnesota, 612-647-0191.

BEST COPY AVAILABLE

* The Japan Database

The Japan Database is a resource guide for teaching and learning about Japan, developed with funds from the Japan-United States Friendship Commission. The guide details five major categories of information about Japan:

*Specialists on Japan and Japanese studies (University scholars and K-12 educators)
*Sources of Information
*Curriculum Materials (K-12)
*Innovative Programs (K-12)
*Exchange Programs (for students and educators)

The 429-page guide is available from the Council of Chief State School Officers, for $20. Make checks payable to CCSSO, and send your request to: The Japan Database Project, Council of Chief State School Officers, 379 Hall of States, 400 North Capitol Street, N.W., Washington, D.C. 20001.

* Japanese Language in Iowa High Schools

The University of Iowa has received a Ford Foundation Grant in the sum of $475,802 for establishment of a five-year program to prepare secondary-school teachers of Japanese, Chinese, and Russian for positions in Iowa schools. The pilot program is designed to serve as a model for the rest of the country and to help meet a nationwide need for teachers of these languages. Beginning in 1987, six University of Iowa undergraduate students will be admitted to the program each year, two in each language. The grant will support a year of study abroad and two summers of intensive language study. In return, graduates are expected to spend at least three years teaching the language in an Iowa secondary school. If you would like more information about the program, contact: Fredrick Woodard, Associate Dean, University of Iowa Office of Academic Affairs, 111 Jessup Hall, Iowa City, Iowa 52242. Telephone 319-353-4796.

* Year-In-Japan Program

Students who are applying to universities and who are interested in continuing Japanese language and culture studies (either as a major subject or in conjunction with other subjects) may be interested to know that a "Year-In-Japan" program is offered through the University of Illinois at Urbana-Champaign, the University of Colorado, Michigan State University, and the University of Pittsburgh, in collaboration with Konan University of Kobe, Japan. The program is primarily designed for undergraduates of any major who are in good academic standing, and prior Japanese language and area studies are not required. Students receive one full year of academic credit while studying Japanese language, culture, business, literature, history, society and also pursue independent study of their own choosing. Instruction is in English. Students live with a host family while attending the University, but also participate in numerous field trips scheduled in conjunction with course work. For further information, contact: Isabel Wong, Director, Year-In-Japan Program, Office of East Asian Exchange Programs, University of Illinois, Room 302 Coble Hall, 801 South Wright Street, Champaign, IL 61820. Telephone: 217-333-0715.

* Discount Airfare

The Council on International Educational Exchange offers discount air fares for educators, administrators and students, between the United States and Asia. Both groups and individuals are eligible. Departures are on regularly scheduled flights of major airlines and are available from most major American cities. Early booking is recommended but latecomers are accommodated whenever possible. For further information contact: Council on International Educational Exchange, 205 East 42nd Street, New York, N.Y. 10017, Attn: Asian Operations, Vicenta Gonzales. Telephone: 212-661-1414, extension 1121/1122/1124 and 212-972-0794.

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The Newsletter of the Japanese Language Teachers Network is a publication of the Center for Improvement of Teaching of Japanese Language and Culture in High School, and is supported by a grant from the Midwest Program for Teaching About Japan. The Center is funded by a grant from the Japan-United States Friendship Commission.

日本語教諭ネットワーク

NEWSLETTER OF THE JAPANESE LANGUAGE TEACHERS NETWORK

Vol. 2 No. 2 May 1987

* * 1987 SUMMER WORKSHOP * *

Nineteen participants have been selected to attend the 1987 Summer Workshop, "Teaching Japanese Language and Culture in High School", sponsored by the Center for Improvement of Teaching of Japanese Language and Culture in High School, to be held on the University of Illinois campus (Urbana) June 14-27. The Workshop is supported by a grant from the Japan-U.S. Friendship Commission. Participants from the states of Alaska, California, Georgia, Illinois, Kentucky, Minnesota, Missouri, Nevada, New Hampshire, Oregon, Utah, and Washington will bring to the Workshop a rich variety of backgrounds and experiences. The Workshop will focus on teaching techniques and on aspects of Japanese culture that can be incorporated into the high school curriculum. We look forward to an exciting two weeks working with, and learning from, our colleagues from around the country.

* * FUTURE PLANS FOR THE CENTER * *

This year has been a very busy and rewarding one for us. We have become acquainted with many of you, and each new week brings a letter or phone call that renews our energy, excitement, and commitment. Our mailing list has grown from 11 names in November, 1985 to the nearly 350 individuals and institutions who are receiving this issue of the Newsletter. We thank you all for your support and your encouragement.

Major goals for next year will be to plan and implement the four-week 1988 Summer Institute, and to complete the revision and publication of the student workbooks developed at the Center. Other plans include: (a) the development and production of a culture workbook and a culture reader (b) the development of a series of "Traveling Workshops" to be held at various sites around the country and (c) the production of two video tapes to demonstrate techniques for teaching hiragana and katakana. The extent to which we will be able to accomplish these goals will depend largely on the U.S. Department of Education, as we have applied for additional funding under the Secretary's Discretionary Program in Critical Foreign Languages.

* * UNIVERSITY OF ILLINOIS SUPPORTS 1988 INSTITUTE * *

We have just received word that the University of Illinois has awarded $10,000 of campus non-recurring discretionary funds to the Center for Improvement of Teaching of Japanese Language and Culture in High School, at University High School, to provide partial funding for teacher stipends for the 1988 Summer Institute. We very much appreciate this commitment from the University Administration in support of the goals of the Center and continuing teacher education.

* * NETWORK BULLETIN BOARD * *

We are becoming more and more convinced that one of the most valuable resources that Japanese teachers have is each other. We would like to establish a column in the Newsletter that provides our readers with a convenient way to learn from each other the answers to questions they may have about classroom activities, materials, curriculum design, etc. In order for this to work, we need to hear from you. Please send us your questions (a postcard will be fine) along with your name and address, and we will publish them in our next issue. It will then be up to Network members to take the initiative and respond with their ideas and answers. Let us hear from you!

> Ms. Janet Seo of Kent, Washington, requests helpful ideas on how to teach a combined class of second and third year level students. Especially difficult, she says, is keeping them self-motivated. Please send your suggestions to her at the Kent-Meridian High School, 9800 S.E. 256th, Kent, Washington 98031.

光陰矢のごとし

TIME FLIES

* * MPTJ SEMINAR * *

The Midwest Program for Teaching About Japan, at Indiana University, will host a one-week intensive summer seminar on teaching about Japan, to be held from July 12th through 18th at the I.U. Bloomington campus. Room, board, materials, and all program costs will be provided by MPTJ, but participants who desire course credit must pay their own tuition and fees. Approximately 30 participants will be admitted to the program, with preference given to 1) applicants who can participate in teams of two teachers (or teacher and supervisor from the same district), or 2) applicants from districts which agree to provide at least one day of release time for the participant to make presentations on teaching about Japan at professional meetings, or for participants to receive additional training on teaching about Japan. For more information, contact as soon as possible: Kathryn Weathersby, Outreach Director, MPTJ, 2805 East Tenth Street, Bloomington, Indiana 47405 (812) 335-3838.

* * JAPANESE LANGUAGE AT BELOIT * *

* Beloit College, of Beloit, Wisconsin, will offer a ten-week intensive language program in Japanese, from June 8th through August 14th. Successful completion of the program constitutes three units (12 hours) of credit. Accredited teachers can earn a teaching minor in Japanese through Beloit College. For further information, telephone toll free: Lou Clark, Office of Admissions: 1-800-356-0751, or write for application materials to: Dr. Jonathan R. GoldbergBelle, Academic Coordinator for Summer Programs, World Affairs Center, Beloit College, Beloit, Wisconsin 53511.

* * DRAMATIC GROWTH OF JAPANESE LANGUAGE PROGRAMS IN WASHINGTON STATE * *

The Office of the Washington State Superintendent of Public Instruction reports that the number of high school Japanese language programs in Washington has grown from 6 in 1980 to 26 in 1986-87. Newsletter readers would like to hear from someone in Washington about how this growth was achieved!

* * JAPANESE LANGUAGE PROGRAMS IN NEVADA INCREASE DRAMATICALLY! * *

Karla Merritt reports that in the 1987-88 school year she will begin teaching at Bonanza High School in Las Vegas, Nevada, what she believes to be Nevada's first high school Japanese language program. There are 63 students enrolled in the first year. Good luck Karla, and to our other Network members who are about to begin a new Japanese language program.

* * CURRICULUM GUIDES FOR JAPANESE PROGRAMS * *

Many of you have written us requesting a curriculum guide to use in designing your school's Japanese language program. While we have not as yet developed such a guide ourselves, we have reviewed one which is quite detailed and which appears to be very good, with the exception that it does begin with a romanized approach to teaching Japanese. Nevertheless, the guide is thorough and useful even for those of you who do not use romanization. The guide is published by the Ministry of Education of British Columbia, and you may request a copy by writing Merle Herbert, Coordinator, Ministry of Education, Parliament Buildings, Victoria, British Columbia, Canada V8V 2M4. We understand that the state of Wisconsin is in the process of developing a curriculum guide also. If you know of others or if your school has developed its own, we would very much appreciate receiving a copy of it.

* * FROM OUR MAILBAG * *

In the past year we have become acquainted with many of you by phone or letter, and you are a constant source of inspiration for us. We would like our other readers to learn about some of the unique Japanese language programs and teachers around the country. So with this issue, we are inaugurating a column that will feature excerpts from some of the letters we receive.

With your permission, then, we would like to introduce Mr. Yukio Itoh, who teaches Japanese to twenty-four students at Franklin High School in the Milwaukee area. Mr. Itoh has also taught Spanish for over twenty years, and finds his new mission of teaching Japanese very gratifying. He says that teaching Japanese in the United States is a perfect way to "return favors to America", for the welcome and nurturing he received when first coming to this country as a war orphan.

茶わん蒸し

STEAMED EGG SOUP

2 dried mushrooms
A 1/3 cup broth (chicken broth or dashi)
2 tsp. soy sauce
1/3 lb. chicken meat
Spinach or Watercress

3 eggs
2 1/2 cups broth (chicken broth or dashi)
2 Tbsp. sake or white wine
B 2 tsp. sugar
1 tsp. soy sauce
2 tsp. salt

1. Wash mushrooms and slice into bite-sized pieces. Cook briskly in mixture A. Slice chicken and soak in soy sauce. Boil spinach or watercress and allow to cool in the water. Then cut them into 2-inch long pieces.
2. Beat eggs well and combine with broth, salt, and mixture B. Strain through a sieve. Fill four Japanese CHAWANMUSHI bowls (or use coffee cups) with mushrooms, chicken, spinach or watercress, and broth mixture.
3. Cook at moderate heat for 15 minutes in a steamer covered with a cloth napkin. Or, instead of steamer, bowls may be set in a baking pan filled with water up to 1/3 of the height of the bowls. Steam as directed. (Makes 4 servings.)

* * ANNOUNCEMENTS * *

* Rockefeller Foundation Fellowships: One hundred foreign language teachers will each receive $4,500 for summer study in the United States or abroad in 1988. Application forms, due by October 31, 1987, are now available from Academic Alliances, University of Pennsylvania, 3808 Walnut Street, Philadelphia PA 19104-6136. Joan Monego, of Oak Park and River Forest High School (Illinois), and a frequent contributor and "Charter Member" of the JLT Network, has received a Rockefeller Grant to pursue language study in Japan this summer. Congratulations, Joan.

* Total Physical Response teaching kits are available on a variety of subjects. Kits include flashcards and ten complete lessons suitable for use with children or adults. For more information, contact: Sky Oaks Productions, Inc., P.O. Box 1102, Los Gatos, California 95031. A TPR film entitled "Children Learning Another Language", is available from CNIR Office, c/o AEA 6 Media Center, 9 Westwood Drive, Marshalltown, Iowa 50159. Request film number 8477. There is a return mail charge of $2.41.

* The Council for Languages and Other International Studies (CLOIS) is part of the Joint National Committee on Languages (JNCL), a foreign language overseer in Washington. If you are interested in being placed on the CLOIS mailing list to receive their regular publication or to find out about their special bulletins, contact: The Council for Languages and Other International Studies, 3520 Prospect Street, N.W., Washington, D.C. 20007; (202) 337-2223.

* ACTFL publishes a 34-page booklet which lists many helpful materials that are available for the foreign language teacher. Contact: ACTFL, 579 Broadway, P.O. Box 408, Hastings-on-Hudson, New York 10706.

* The American Translators Association can provide you with a profile of competent translator traits and an effective translator training program for the person interested in getting started. Contact: ATA, 109 Croton Avenue, Ossining, New York 10562; (914) 941-1500.

* What Works: Research About Teaching and Learning is a 65-page booklet which provides an overview of foreign language instruction and other areas of education. This free, professional publication is available from: Public Documents Distribution Center, Pueblo, Colorado 81009.

* Intercultural Press publishes many interesting books, two of which are of particular interest to foreign language teachers and learners. How to be a More Successful Language Learner contains 110 pages of concrete suggestions, and sells for $9.95. Foreign Jobs: The Most Popular Countries, is a 160-page book (#525) which sells for $8.95 and may provide some important information for those of you interested in seeking employment abroad. Write to: Intercultural Press, Inc., P.O. Box 768, Yarmouth, ME 04096.

* Oak Park and River Forest High School (Illinois) will be sponsoring a Japanese intern through the auspices of the International Internship Program, from April to December 1987. The intern is a 25 year old English teacher from Kagoshima, who majored in English and American Literature and linguistics at Kagoshima University. For information about the program, write: International Internship Programs, 401 Colman Building, 811 First Avenue, Seattle, Washington 98104. Telephone (206) 623-5539.

* Don't miss reading Teaching Language in Context by Alice C. Omaggio, published by Heinle and Heinle Publishers, for a do-it-yourself introduction to the proficiency-oriented instruction movement. Rich with practical ideas, the book addresses not only oral proficiency, but listening, reading, writing, and cultural understanding as well. The book also includes testing methods and guidelines for planning. Examples are in French, Spanish, and German, but the principles and techniques are easily generalizable to Japanese.

* The Institute of International Education has announced that approximately 12 Fulbright Full Grants, providing round-trip international transportation, tuition, maintenance for one academic year and health and accident insurance will be awarded for the 1988-89 Academic year. Proposals should relate to the study of Japanese society and culture, especially in the fields of history, government, economics, business. law, literature, the arts, sociology and anthropology, political and economic relations in the Pacific, problems of contemporary society, international education, and natural and applied sciences. In addition, the Japanese program includes awards funded by contributions from the Japanese alumni's Fulbright Foundation. For further information, contact: Institute of International Education, 809 United Nations Plaza, New York, New York 10017.

* Friends of International Education has received a grant from the National Endowment for the Humanities to collect, world-wide, materials for teaching Arabic, Chinese, Japanese and Russian to elementary and secondary school children who are not native speakers. A library of texts, workbooks, dictionaries, stories, poems, songs, charts, maps, posters, film-strips, oral cassettes, video-cassettes and computer software will be established for use by teachers, principals and superintendents wanting to introduce these languages into the classroom. Please send samples and school materials at all levels, including beginning texts devised for college. Critical bibliographies will be prepared, indicating their availability. Direct inquiries and sample materials to: FRIENDS OF INTERNATIONAL EDUCATION, P.O. Box 11487, Washington, D.C. 20008. Telephone (202) 363-8510. Project Director, Dorothy B. Goodman.

* Japanese Education Today is an interesting and informative publication which summarizes a report from the U.S. Study of Education in Japan. It is thorough and thought-provoking, and provides excellent, up-to-date information on Education in Japan. To obtain a copy of the report, contact: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

* Bunsai Intercultural Student Exchange is a subsidiary of the Japan-American Cultural Society, affiliated with the Ministry of Foreign Affairs in Tokyo. They offer the opportunity for your school to sponsor a goodwill Teaching Assistant in your Japanese language classes. with minimal cost, for the promotion of better understanding between the United States and Japan. The participants in this "Service Learning for Japanese Language Teachers" program are highly-qualified youths who have excellent command of the English language. In addition to this program, BISE also sponsors the following educational exchange programs: Foster Scholar High School Exchange Program; Foster Scholar College/University Exchange Program; and the Foster Scholar Exchange Visiting Program for Teachers. For information on any of these, contact: Japanese American Cultural Society, Bunsai International Student Exchange, 5-20, 1-Chome, Takadanobaba, Shinjuku-ku, Tokyo 160 Japan. Telephone (03) 209-4971.

* The Center for International Studies at BYU publishes a "Culturegram" which summarizes such things as cultural greetings, gestures, customs, and other information concerning the people of approximately 50 nations. Volume 1 (#540) is 210 pages and sells for $15. Volume 2 (#548) is 212 pages and it too sells for $15. Many other interesting books on cross-cultural training and orientation are also available. Contact: SIETAR, 1414 22nd Street, N.W., Washington, D.C. 20037; (202) 296-4710.

* * EMPLOYMENT OPPORTUNITIES * *

* University High School, Urbana, Illinois, is seeking qualified applicants for the position of Japanese Language and Culture teacher. The position may be half-time or full-time, depending on the acquisition of funding, and offers the opportunity to engage in curriculum development and teacher training activities, and to pursue course work at the University of Illinois. Teachers taking a one year leave-of-absence are also encouraged to apply. Minimum qualifications: M.S.; exceptional or native Japanese language proficiency; high school teaching experience. Additional desirable qualifications: experience in outreach, curriculum development or the development of innovative teaching strategies. Submit letter of inquiry and vita before June 30th to: Dr. Russell Ames, Director, University High School, 1212 W. Springfield Avenue, Urbana, Illinois 61801. Telephone: (217) 333-2870. (E.O.E.)

* The Center for Advanced Studies and the Arts (CASA) is an unique cooperative consortium effort involving five suburban public high schools in the Detroit, Michigan, metropolitan area. Students from the participating schools may leave their "home" schools to attend classes at CASA for two hours per day to pursue courses that are not already available in their schools. CASA hopes to institute a Japanese language and culture program this coming fall, and is in the process of acquiring appropriate materials and seeking a qualified instructor. For further information, contact: Mr. Lloyd Lewis, Director, Center for Advanced Studies and the Arts, 22180 Parklawn, Oak Park, MI 48237.

* * * * * * * * * *

PLEASE SEND ARTICLES, IDEAS TO SHARE, AND ANNOUNCEMENTS FOR THE NEXT ISSUE OF THE JLTN NEWSLETTER BY AUGUST 1st TO: JLTN NEWSLETTER, UNIVERSITY HIGH SCHOOL, 1212 WEST SPRINGFIELD, URBANA, ILLINOIS 61801

Editor: Surabela Fabian

JAPANESE LANGUAGE TEACHERS NETWORK
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日本語教諭ネットワーク

NEWSLETTER OF THE JAPANESE LANGUAGE TEACHERS NETWORK

Vol. 2 No. 3 September 1987

* * CENTER AWARDED TWO MAJOR GRANTS * *

We are very pleased to announce that the Center for Improvement of Teaching of Japanese Language and Culture in High School has received a significant increase in funding for the coming year. The Japan-United States Friendship Commission has awarded the Center a grant of $66,000 to continue its support of our projects for a second year. This grant will provide funds primarily for staff salaries, for the newsletter and other publications, and for the 1988 Summer Workshop for Japanese language teachers. The United States Department of Education Secretary's Discretionary Program for Critical Foreign Languages has awarded the Center an $81,000 grant. Twenty such awards were made nationwide, selected from among 159 applications. The new grant will permit us to expand our projects to include the development of two instructional video tapes, two classroom readers, and a series of "Traveling Workshops." The D.O.E. grant will also provide some support for the 1988 Summer Workshop. We are extremely grateful to the Japan-U.S. Friendship Commission and to the U.S. Department of Education for their recognition of the needs of secondary school teachers of Japanese, and for their generous support of the Center.

We are very excited about these new projects and about the opportunity to work further with Japanese language teachers in the development of their curricula. We will keep Newsletter readers informed of our progress in the months to come. We also encourage you to write to us about your programs, your goals, your accomplishments, and your needs--so that we can try to develop materials and workshops that will enhance the quality of high school Japanese language programs and the professional development of Japanese language teachers nationwide.

* * SUMMER WORKSHOP FOR JAPANESE LANGUAGE TEACHERS HELD IN JUNE * *

In June, 1987--on the hottest day of the summer--nineteen Japanese language teachers from all around the United States gathered in Urbana, Illinois, to attend a two-week workshop, "Teaching Japanese Language and Culture in High School," sponsored by the Center and funded by a grant from the Japan-United States Friendship Commission. This enthusiastic group of teachers represented high school programs in the states of California, Illinois, Georgia, Kentucky, Missouri, Minnesota, New Hampshire, Utah, Nevada, Washington, Oregon, Wisconsin, and Alaska. Five of the teachers are beginning new programs in the fall of 1987. The Workshop provided an intensive two-week period of professional training in the areas of pedagogy, culture, and linguistics. Participants felt that the opportunity to meet and interact with other teachers who shared their needs, concerns, and interests was a highlight of the workshop. Although participants were kept very busy with classes and homework, they nevertheless found time to form close friendships. Several made arrangements to meet in Japan during their travels later in the summer. The Center has already begun to plan for the 1988 Summer Workshop, tentatively scheduled to begin June 19. Further details will be announced in upcoming issues of the Newsletter.

* * NETWORK BULLETIN BOARD * *

In our last issue's "Bulletin Board" we printed a request from Janet Seo of Kent, Washington, for ideas on how to teach a combined class of second and third year students. A response came from Hajime Nishinakayama, who had also taught a combined class in Des Moines, Iowa. She writes, "I used films and videos twice a week and had a culture lesson (Japanese arts, songs, calligraphy, etc.) once a week. I sometimes had the advanced level students teach and help the lower level students." Ms. Nishinakayama also found that discussing films or writing reports on specified topics was always beneficial.

For the benefit of two of her students who are moving at the end of the semester to Newark, New Jersey, and Nevado, California, Chihiro K. Thomson would like to hear about high school Japanese language programs in those areas. If you have any helpful information, please write to her at Central High School, 4525 North Central, Phoenix, Arizona 85012.

Send your questions to the Network Bulletin Board. This might be a good way to establish correspondence with other Japanese language teachers who share your concerns and interests.

驕る平家は久しからず

PRIDE GOETH BEFORE A FALL

* * CENTER STAFF UPDATE * *

*Hiroyo Demers, Japanese Language Specialist, is taking an extended maternity leave, as she awaits the birth of her babies.

*Surabela Fabian, Administrative Assistant, has moved with her family to Osaka, Japan, where she has accepted a position with Sumikin-Intercom, Inc.

We shall miss Hiroyo and Surabela, who with their dedication and limitless energy, played a significant role in the development of the Japanese Language Teachers Network, the Summer Workshop, and other Center projects. Their excellent work has paved the way for their successors, whom we are pleased to introduce:

*Natsumi Watanabe, Japanese Language Specialist, comes from Sapporo, Japan. She received a BA in English from Sophia University and an MA in Japanese from the University of Wisconsin-Madison. She has had experience teaching Japanese and English, both in Japan and the United States.

*Barbara Shenk, Administrative Assistant, received her B.A. from Eastern Mennonite college and her graduate degree from Northwestern University. She spent most of her childhood and adolescence in Japan, and in 1984 completed an Advanced Course in Japanese at International Christian University in Mitaka-shi, Tokyo.

* * RESOURCE LIST FOR JAPANESE LANGUAGE TEACHERS * *

The Center has begun preparation of an annotated resource list of teaching materials currently being used by Japanese language teachers. So far, the list includes materials recommended by participants in the 1987 Summer Workshop, and it already promises to be a valuable means for other teachers to enhance their programs. Here is a sample entry, contributed by Ray Stein, who teaches at Mt. Edgecumbe High School in Sitka, Alaska:

> "Edward Schwartz and Reiko Ezawa . Everyday Japanese. Passport Books (National Textbook Co., Lincolnwood, IL) $7.00 A basic introduction to Japanese language and culture. Lots of pictures with numbered labels in Japanese, Romaji, and English. Very detailed."

We invite all of our Newsletter readers to contribute to the resource list. Descriptive details or comments on how you have used the materials will make the list especially useful to other teachers. Please take a few minutes to send us your most treasured titles. We ask that you identify each entry as one of the following: TEXTBOOKS; OTHER BOOKS (dictionaries, cultural books, reference books, etc.); AUDIO-VISUAL MATERIALS (videos, films, slides, records, tapes, etc.); COMPUTER SOFTWARE; OTHER CLASSROOM MATERIALS (games, maps, charts, posters, flash cards, etc.). Be sure to include: 1) the complete title, 2) the author's name, 3) the name of the publisher or distributor, 4) the approximate cost, 5) a brief description of the item, and 6) "other comments," if you wish. And of course, we would like to know your name and the name and location of your school. Please send your contributions before October 30, 1987, to Barbara Shenk, Center for Improvement of Teaching of Japanese Language and Culture, University High School, 1212 West Springfield, Urbana, IL 61801.

* * THE SECRET OF WASHINGTON'S SUCCESS * *

In our last issue we noted that in 1986-87 the state of Washington had 26 high school Japanese language programs--a dramatic growth from 6 in 1980--and we invited readers from Washington to tell us the reasons for the state's success. According to Atsumi McCauley (Spokane) and Akemi Smith (Seattle), the rapid growth in Japanese language programs in Washington stems in large part from the state's trade relationship with Japan. The Washington state legislature, recognizing that the state's relationship with Japan is further enhanced if there are citizens who know the Japanese language, has actively supported high school Japanese language programs.

Washington state Japanese teachers keep in touch with each other through a recently formed professional organization under WAFLT (Washington Association of Foreign Language Teachers), called WAFLT-Jpn. Keith Crosbie, Washington's Coordinator of Bilingual Education and Foreign Languages, reports that his office, in cooperation with the University of Washington, has been holding workshops for Japanese and Chinese language teachers annually since 1985. Teachers from Oregon and British Columbia are invited to join Washington's teachers for the workshop, which drew 70 participants in 1986.

* * N.Y STATE UNVEILS COMPREHENSIVE JAPANESE EXAM * *

The State Education Department of New York has recently published a Sample Comprehensive Examination in Japanese for high school students, which parallels the Regents Examination given for Spanish, French, German, Italian, and Hebrew. The purpose of the Sample Comprehensive Exam is two-fold: to provide a vehicle by which students of the less commonly taught languages can receive three units of Regents foreign language credit toward graduation and to bring teachers of the less commonly taught languages into the mainstream of foreign language education.

--Jane W. Barley
Bureau of Foreign Languages Education
State Education Department of New York

* * JAPANESE IN BALTIMORE CITY PUBLIC SCHOOLS * *

Here and there around the United States are areas in which Japanese language programs are already well established in schools. The state of Maryland (population 4,400,000) reports seven high school programs. Baltimore City Public Schools has just concluded its seventh year of operation of a Japanese Language Program that serves students in elementary, intermediate, and senior high schools. At Roland Park Elementary/Middle School, students begin study in grade 4 and are able to continue through grade 8. Students at another intermediate school and at three senior high schools may begin study in grades 8, 9, or 10. Curriculum for the program encompasses both communicative Japanese language and culture and is based on the Baltimore City Public Schools' modern language communication expectancies. Students are excited about the program. They enjoy learning a new language, as well as taking part in cultural experiences that differ from their own.

Baltimore's Japanese Language Program is an outgrowth of its Sister State and Sister Cities program. The city has benefited from the experience of having several teachers from Japan spend a year teaching in the Baltimore City Public Schools.

--Sylvia Brooks-Brown
Supervisor, Office of Foreign Languages
Baltimore City Public Schools

* * A SATELLITE TELECOMMUNICATIONS PROGRAM * *

A satellite telecommunications program for Japanese language instruction was inaugurated by Washington's Educational Service District 101 during the 1986-87 school year. This unique language course for high school students is televised daily, and offers 10 college credits from Eastern Washington University. Students can communicate with the instructor by phone during the live broadcast. The instructor visits every classroom on Fridays for an individualized oral practice session. The course is growing rapidly and at least five school districts are expected to offer the course during the '87-'88 school year. Atsumi McCauley, the Japanese instructor for the program, invites you to write to her for more details at Educational Service District 101, West 1025 Indiana, Spokane, WA 99205-4562.

さつまいも レモン風味

SWEET POTATOES WITH LEMON

This is a beautiful and refreshing dish which combines the sweet taste of boiled sweet potatoes with the tart flavor and fragrance of lemon. It can be used as a side dish, dessert, or snack.

2 medium sized sweet potatoes (about 1 lb.)
1/2 lemon
1 1/2 cups water, or just enough to cover potatoes
4 T. sugar
pinch of salt

1. Peel sweet potatoes, removing any dark spots on the skin. Cut crosswise into 1 inch thick rounds. Soak in water for 10 minutes to prevent discoloring, changing the water twice. Drain.

2. Slice lemon into thin rounds.

3. Boil potatoes in water mixed with sugar and salt. When half-done, add lemon slices. Continue to boil until well-done, or about 20-25 minutes, turning over occasionally.

4. Arrange 3-5 pieces of potato and 1-2 slices of lemon in small, individual dishes. Serve hot or at room temperature.

This recipe is reprinted from Japanese Cooking for Health and Fitness by Kiyoko Konishi (Tokyo: Gakken, 1983), the most "user-friendly" Japanese cookbook we've seen in English. Mouth-watering photos illustrate beautiful serving ideas.

* * Announcements * *

* The Japan-U.S. Senate Scholarship Program, in cooperation with Youth for Understanding, will provide scholarships for outstanding high school juniors to spend two months in Japan during the summer of 1988. Two students from each state will be selected to participate in the program, which includes a home-stay with a Japanese family. Completed applications must be submitted by October 28, 1987. See your school administrator for information, or request an application booklet from: Japan-U.S. Senate Scholarship Program. International Center, 3501 Newark Street N.W., Washington, D.C. 20016-3167, (202) 966-6800.

* The Young American's Scholarship Guide to Travel and Learning Abroad (204pp) lists 70 organizations offering more than 4,000 scholarship opportunities for pre-college educational adventures in over 80 countries. Information is provided on participating countries, fees, scholarship support, eligibility requirements, and application procedures for each program. You may wish to encourage your Guidance and Counseling office to purchase this guide. Available at $12.95 each from: Intravco Press, 211 East 43rd Street, Suite 1303, New York, NY 10017.

* The New England Program for Teaching about Japan publishes a newsletter six times a year featuring Japan-related events in the New England region. For information about the Newsletter and a catalog of resources for teaching about Japan, write to the Program at Box 740, Amherst, MA 01004.

* Japanese Society Through Film: The Japan Society is producing a series of teaching modules that will make use of the finest examples of Japan's theatrical films supplemented by written materials prepared by leading experts. Each module will include three full-length feature films in videocassette format subtitled in English and accompanied by a teaching guide. The first module in the series concerns the Japanese family. Films to be included are Ozu's "Early Summer" (Bakushu, 1950); Naruse's "Mother" (Okaasan, 1952); Morita's "Family Game" (Kazoku Geimu, 1983). Many other modules are planned on topics such as women, the samurai spirit, childhood and education, business, art, war, and internationalization of society. "Japanese Society through Film: The Family" will be available in August 1987 for $250. For further information, contact the Japan Society, 333 East 47th Street, New York, NY 10017.

* Rockefeller Foundation Seeks Applications for 1988: The Rockefeller Foundation will provide awards of $4500 each to one hundred foreign language teachers so that they may pursue eight weeks of language study during the summer of 1988. The objective of the program is to recognize and encourage exceptional foreign language teaching in United States schools. In 1987, five of the 100 grants were received by Japanese teachers. Language teachers who teach at least 3/5 time in grades 7 to 12 are encouraged to apply. Applicants will be required to design and submit a short plan of study on any topic that they would like to pursue. The official application forms are now available from: Rockefeller Foundation Fellowships for Foreign Language Teachers in the High Schools, Academic Alliances, University of Pennsylvania, 3808 Walnut Street, Philadelphia, PA 19104-6136. Telephone: (215) 898-2745. The deadline for submission of completed applications for 1988 is October 31, 1987.

* Bonjinsha has moved. The well-known publisher of Japanese textbooks, dictionaries, and teaching aids has a new address: Bonjinsha Co., JAC Building 5-5-35 Konan, Minato-ku, Tokyo, Japan. Write to them for a list of their materials, which includes an order form.

* PLS Publications, Price Lab School, Cedar Falls, IA 50613, has several booklets available for foreign language teachers. Although not designed specifically for Japanese, many of the ideas and activities can be successfully adapted to the Japanese classroom.

A Goldmine of Learning Games and Fun Activities ($3.50 each) 28 pages of activities for your students, all of which have been used successfully many times.

Fresh Ideas For The Foreign Language Teacher In The Trenches ($3.50 each). 26 pp. of techniques, ideas, and materials for teaching all levels of foreign language.

A Leader's Manual For Taking Students Abroad ($6.50) A wide array of techniques and ideas to help make your trip abroad with students a success. Based on a trip to France, but applicable to all.

* * Employment Opportunities * *

* The Bowling Green Independent School System is seeking an assistant Japanese Language and Culture teacher for an experimental pilot program for gifted and talented students in grades 1-6. Applicants must possess native speaker proficiency. Preference will be given to those applicants possessing teaching licenses in Japanese language and cultural activities such as: flower arranging, Japanese dance, a traditional musical instrument, and/or a martial art. The application deadline is November 1, 1987. For further information contact: Therese Suzuki, Japanese Language Program Coordinator, Warren County Board of Education, 806 Kenton Street, Bowling Green, KY 42101, Telephone (502) 781-5150.

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Editor: Barbara Shenk

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日本語教諭ネットワーク

NEWSLETTER OF THE JAPANESE LANGUAGE TEACHERS NETWORK

Vol. 2 No. 4 November 1987

* * TRAVELING WORKSHOPS ANNOUNCED * *

The Center for Improvement of Teaching of Japanese Language and Culture in High School has announced plans to take a series of workshops on the road in the Spring of 1988. The two-day Traveling Workshops for high school Japanese language teachers will be presented at five different sites to be selected from around the country. A Center language specialist will conduct the workshops in cooperation with local coordinators in order to address the specific needs and interests of teachers in each area. Workshop topics include fundamental language teaching techniques; practical strategies for teaching speaking, listening, and reading skills; classroom games; and cultural topics such as the Japanese family or religious festivals. Opportunities for teachers to share their methods, materials, ideas, and concerns will be a central part of each program.

You are eligible to coordinate a Traveling Workshop in your area if you represent a state department of education, regional educational center, college or university, or a secondary school district where a Japanese language program exists or is being planned. Detailed information and application forms have already been sent out to many of you. If you are interested in coordinating a workshop in your area, but have not received the application information, please contact Barbara Shenk at the Center, (217) 244-4808. Completed applications must be received by mid-December.

* * IN QUEST OF KANJI * *

How often have you stared at an unknown kanji, become frustrated, and asked yourself: "How many more don't I know?" You are not alone! But with a few goals, incentives, and the right materials, you can improve your knowledge of kanji, and have fun doing it!

To begin with, it is important to decide on a realistic goal for yourself, of learning five or perhaps eight or ten new kanji a week. Then, set aside a particular time of day to devote to your kanji study. At the end of each successful week, treat yourself to an instant ramen or a Japanese movie on video. At the end of the month, with 25 or more new kanji mastered, order a new book or manga from Kinokuniya. By the time you have learned 200 new kanji you will deserve a full-course meal at a Japanese restaurant!

Once you have determined your personal goals and schedule, you will need to decide what materials and methods to use. The following materials--a textbook, a set of flashcards and a study-dictionary--represent three different approaches to studying kanji:

1. Jorden, E. and H. Chaplin. Reading Japanese. Yale University Press, 1976. This book has been highly recommended by university professors and teaching assistants for having the best presentation of kanji. It is an excellent guide to hiragana, katakana and 425 kanji. Each lesson has 14 steps, from presentation and stroke order, to drills and reinforcements of previously learned kanji. Each of the 25 lessons also includes a supplement which uses kanji in authentic context.

2. Naganuma, Naoe. Character Cards. 1984. 1,500 yen for each of three sets of 500 cards. Available from Bonjinsha, JAC Building, 5-5-35 Konan, Minato-ku, Tokyo. The complete set consists of 1,500 flash cards which are ordered by frequency of appearance. The front shows the kanji to be studied plus three compounds of that kanji. On the back, readings and an explanation of the components of the kanji are given. (These are useful as a memory device). If you choose this method, you might want to supplement your study by making more compounds yourself, and you will have to be careful to do some supplementary reading.

3. Kawashima, Masaru. Shogakusei no Tame no Kanji o Oboeru Jiten. Obunsha. 950 yen. Available from Bonjinsha. This study-dictionary is used by elementary school students in Japan as a supplement to their study of kanji. The explanations are in Japanese (hiragana or kanji with furigana), but simple and clear. Each entry includes stroke order, pronunciations, definitions and usage examples. This book is quite instructive and informative, although it is necessary to supplement it with reading materials of your choice.

It is important to reinforce your knowledge of kanji with appropriate level readings. Future issues of the Newsletter will include recommended reading material as well as other kanji learning aides. If you have any tips, suggestions or comments, please contact Kate Okubo, Center for Improvement of Teaching of Japanese Language and Culture in High School, University High School, 1212 West Springfield Avenue, Urbana, IL 61801.

一年の計は元旦にあり

NEW YEAR'S DAY IS THE KEY OF THE YEAR

* * FULBRIGHT SCHOLAR GOES TO JAPAN * *

Akemi Smith, a 1987 Summer Workshop participant, also spent eight weeks in intensive study of Japanese language and culture at Tokyo University in Japan this summer on a Fulbright scholarship. She reports:

> I studied with scholars from twenty-nine countries around the world and was particularly impressed with the caliber of scholars from Hungary, Romania, Poland, Czechoslovakia, and other European countries. They were all university professors of Japanese language and literature. It was amazing to see how widely Japanese is being taught and promoted in other countries. I was asked to be on the KBS Kyoto radio station to discuss Japanese programs in American high schools.
>
> Aside from the classes, which were conducted entirely in Japanese by Japanese professors, there were many field trips to places such as Mt. Fuji, Hakone, Kyoto, Nara, Kurashiki and Hiroshima. Highlights were a visit to a kabuki theater, a rakugo (comic story telling) performance, and a two-hour rafting excursion to enjoy the breathtaking scenery along the Hozu River outside of Kyoto.
>
> The experiences of this summer will enrich my teaching career as well as my personal life. It was an unforgettable summer.

—Akemi Smith
Shorecrest High School
Seattle, Washington

* * RECOLLECTIONS OF A ROCKEFELLER GRANT RECIPIENT * *

Breakfast at Denny's, lunch at Colonel Sander's Kentucky Fried Chicken, afternoon snack at Dunkin' Donuts and dinner at the Pizza Hut. Where can you treat yourself to these American favorites? Why in Kita-ku, Nogoya, of course, only a short walk from where I lived. But this clean, efficient, thriving city of two million plus inhabitants, while modern in design and architecture, is thoroughly Japanese, and was home to me for six weeks this summer thanks to a grant from the Rockefeller Foundation. I lived with a Japanese host family in a spacious traditional styled residence, a happy blend of oriental design and modern amenities, such as air conditioning, a shower next to the ofuro, and a VCR to view the video tapes I was making. I remember fondly the many hours of conversation shared with the family members in their ultra-modern kitchen of German design.

Life in Nagoya quickly settled into a routine: breakfast at 7:30, departure at 8:00, a 30-minute ride on the subway and a 20-minute uphill hike to Nanzan University whose modern buildings sprawl on a lush green pool-dotted campus. This Catholic institution, only a short distance from Nagoya University, was founded by a German religious order after World War II. During summer session, classes are held from 9:00-12:15 five days a week, and include a 45-minute session in the language lab. The building which houses the Center for Japanese Studies is a sleek air-conditioned facility boasting state-of-the-art electronic systems for foreign language instruction.

Fifty-five students, most from Taiwan, Korea, and Malaysia (there were only five Caucasians—from Poland, West Germany, Australia, and the U.S.), enrolled for this term. After the placement test, I found myself in a class of twelve, which included eight lively twenty-year-old women from Taiwan and Singapore. When I started talking about my first contact with Japan twenty years ago and how many things had changed, students looked at me incredulously, "sumimasen, Monego-san wa nansai desuka". Classes were conducted entirely in Japanese and our instructors used teaching techniques common in the best U.S. schools, incorporating such "high-tech" approaches as recognizing the contents of a recorded newscast played back many times, deciphering Japanese from videotaped TV game shows and movies, videotaping of student oral reports followed by a critique of the tape, dictation, and guided conversation. Since the Nanzan regular academic term was still in session in June, one of the first assignments consisted of interviewing university students to learn their views on dating, marriage, college life, sports interests, money problems, career aspirations, etc. We learned as much about Japanese college students' values and concerns as we did about correct language usage.

The text for the Japanese language course consisted of lessons taken from Nihongo Journal, a hon bun, written in formal style, followed by a very colloquial kaiwa bun. Each student had a cassette tape to accompany the text. Every Friday there was a grueling written test. Students with a knowledge of Chinese seemed to have little difficulty reading Japanese. For the rest of us, happily there was extensive use of furigana. Due to the brevity of the summer term, no attempt was made to include a formal study of kanji.

By the time classes let out at 12:15, those who were hungry in the worst way ate at one of the two university cafeterias. One such experience was enough to send me down the hill in search of the most reasonably priced sushiya. Afternoons were not blissfully free for enjoyment, however. As part of my Rockefeller project, I visited three high schools, each outstanding in its own way. I talked with teachers, students and school administrators. I visited homes with school-age children and everywhere I witnessed the dedication to study which we hear and read about in the U.S.

Many friendships were formed. Japan is a country I find difficult to leave. The gentle manner and warmheartedness of the people, who are delighted to hear a foreigner speak Japanese, more than made up for the outrageously high prices of many commodities, the crowded conditions and the 100% humidity.

What remains in my mind are memories—of afternoon shodo lessons; of pre-schoolers in their bright yukatas singing and dancing in celebration of Tanabata matsuri; of Hachiko, the most popular film of the year; of unexpectedly having a fertility rite performed on me during a visit to the monthly temple fair; and of morning sumo practice on the grounds of the Buddhist temple.

The Rockefeller Foundation made all this possible. As a result of attending the two-week Summer Workshop at the University of Illinois and my stay in Japan, I returned to the classroom this August with increased confidence and a very clear-cut idea of how to develop language proficiency in my students.

—Joan Phyllis Monego
Oak Park and River Forest High School
Oak Park, Illinois

* * WISCONSIN'S JAPANESE INITIATIVE * *

The future is bright for Japanese language instruction in Wisconsin's schools, thanks to an effort by state officials to make their state more hospitable to the people of Japan who seek business, cultural, and educational contacts in the United States.

In 1984-85, only one public school in the state--Riverside High School in Milwaukee—offered first and second year Japanese, and no state university had a program designed to educate and certify Japanese language teachers.

In May of 1986, State Superintendent Herbert J. Grover appointed an Advisory Council for Japanese Language and Culture. The Council, which included legislators, business people, teachers, school administrators, and representatives from post-secondary institutions and the private sector, issued its Preliminary Report in January 1987. The Council's report, which touched on many areas of education and economic development, included two key recommendations: to establish Japanese language instruction in state schools and to implement an approved program for the certification of Japanese teachers.

Japanese language programs now exist in six Wisconsin schools, and 30 students from an additional nine schools are enrolled in a unique course taught by means of a two-way interactive telephone hook-up. Initial steps have been taken at the University of Wisconsin at Madison and at other Wisconsin colleges to establish a teacher-training program in Japanese leading to state certification.

Noting that the State's investment "will pay dividends far into the 21st Century," Superintendent Grover awarded a $10,000 Education for Economic Security Act grant to support the Franklin School District's new program in Japanese language and culture.

During the summer of 1987, a 10-day Japanese language and culture camp was co-sponsored by the Department of Public Instruction and the University of Wisconsin-Eau Claire. The camp was attended by Wisconsin students and teachers and also by a group of 90 Japanese participants from the small town of Miharu. "The purpose of the program was to promote understanding and friendship through language, education, and culture studies," according to Dr. Lloyd Joyal (UW-Eau Claire). A group of students and teachers from Wisconsin will travel to Miharu next summer.

For more information on Wisconsin's programs, contact Frank M. Grittner, Supervisor of Second Language Education for the state and Coordinator of the Japan Initiative. Limited copies of the Advisory Council's Report are available from the *Wisconsin Department of Public Instruction*, *Publication* Sales Office, 125 South Webster Street, P. O. Box 7841, Madison, WI 53707-7841.

* * FROM OUR MAILBAG * *

Mt. Edgecumbe High School in Sitka, Alaska, is a unique, state-run boarding school which exists to provide alternative education for rural (and some urban) Alaskans who seek a different environment in which to learn. What makes Mt. Edgecumbe different from other schools in the state is the school's emphasis on Pacific Rim Studies. In conjunction with this, one year of either Japanese or Chinese is a requirement for graduation. As this is only the third year after the school was reopened under state control (1947-1983 was under federal control), our language programs are still developing. This is my second year at the school and I teach first, second, and third-year Japanese. There is a considerable amount of linguistic talent among my 50 students, most of whom are Eskimos, Indians or Aleuts.

The study of Japanese and the Pacific Rim are critical for Alaskans, as Governor Steve Cowper has emphasized, and we at Mt. Edgecumbe are attempting to be a flagship for statewide programs of this sort. I stress grammar, vocabulary, conversation, reading and writing (roughly in that order) and take advantage of the boarding school situation to provide many opportunities for extra-curricular language reinforcement. As a result of my participation in the 1987 Summer Workshop on Teaching Japanese Language and Culture in high school, I am implementing a proficiency-based system of grading conversational ability in all of my Japanese classes. One important goal of mine is to place as many of my students as possible in a college Japanese language program, no matter what their major, so that they will have up to seven years of language preparation before they start their careers.

Mt. Edgecumbe was successful in a grant application last year and was awarded federal native education money, part of which will fund a trip for fifteen students and three chaperones to Japan for a month in the summer of 1988. The opportunity for travel has given a tremendous boost to our language programs and students and staff alike are busy planning all aspects of the trip.

—Raymond Stein
Mt. Edgecumbe High School
Sitka, Alaska

Newsletter readers: You are encouraged to write about your school's Japanese program to share with others through our "Mailbag" column.

田舎じるこ

COUNTRY OSHIRUKO

Though it is often associated with New Year's festivities, any cold evening is appropriate for sitting down to a hot bowl of sweet oshiruko. Azuki beans are available in Asian food stores and often in health food stores as well. Omochi (Japanese pounded rice cakes) is usually found on the shelves or with the frozen foods in Asian food stores. Mochiko (omochi flour) can be used to make dumplings which substitute nicely for omochi.

To make oshiruko, soak 1 cup of azuki beans overnight. Then bring to a boil and drain. Add 4 cups of fresh water and cook until the beans are soft. Add 3 more cups of water and continue to cook. After the beans begin to disintegrate, add 2 cups sugar and cook for just a couple of minutes longer. Remove from heat and add 1/2 teaspoon of salt.

Roast omochi in broiler until soft and puffy or make dumplings according to directions on the mochiko package. Add to soup and enjoy! Accompany with hot Japanese tea and tsukemono (pickles) or fruit for a hearty snack or light supper.

—Yasuko Makino

* * WANTED: PEN PALS * *

Corresponding with Japanese students can provide American students with the opportunity to gain insights into the lives of Japanese young people, try out their Japanese writing skills, and establish friendships. Tomoko Kayaba of Sendai, Japan, invites American students to join her pen pal club. She writes:

"I am running a free pen friend club for Japanese junior and senior high school students who want to correspond with foreign students. It is very important for us to have foreign friends. We would like to know what girls and boys are thinking, customs and so on. Also we would have chances to use our English. We are eager to learn fresh English through correspondence. Would you introduce us to students who want to correspond with Japanese students?"

Write to Tomoko Kayaba at: 43-1 Hoshuninmae cho, Sendai City, Japan 982.

* * CENTER STAFF NOW COMPLETE * *

The Center is pleased to introduce two new staff members:

Caron Allen, Culture Specialist, is preparing a culture workbook for beginners and a reader for intermediate students. Caron spent a year at Konan University in Japan as an exchange student from the University of Illinois, where she earned her B.A. and M.A. in Asian Studies. The author of Glimpses of Japan Through Comics, Caron enjoys playing koto and giving lectures and demonstrations on her instrument.

Kate Okubo, Language Specialist, has a B.A. in Japanese language from the University of Minnesota and has finished her coursework for an M.A. in Asian Studies at the University of Illinois. Kate, who has lived in Tsukuba, Japan, for four years, is also a potter, whose wares display a distinctly Japanese flavor. Kate is overseeing the production of two instructional videos on teaching hiragana to beginning Japanese students.

* * IT'S A GIRL!...AND A BOY!...AND ANOTHER BOY! * *

Hiroyo and Rick Demers are proud to announce the birth of their triplets on October 28, 1987! The babies have been named Yuhki Sean, Hitomi Tiffany, and Tomoki Nikki, and each weighed over 5 lbs. at birth. The babies and their very busy parents are all doing well.

Hiroyo's name is very familiar to long-time Network members. She initiated the Japanese Language program at University High School, was co-founder of the JLTN, taught much of the 1987 Summer Workshop, and has written two student workbooks, currently being revised for publication. We wish Hiroyo and her family, who will soon be moving to the Los Angeles area, a very happy future.

* * RESOURCE LIST NOW AVAILABLE * *

An annotated list of teaching materials, "Resources for Teachers of High School Japanese," was compiled from information provided to the Center by high school Japanese language teachers. The list provides information on materials (textbooks, dictionaries, audio-visual aids, games, etc.) which have been used successfully in the classroom. It is being sent to all Japanese Language teachers on our mailing list and to State Foreign Language Supervisors. The list is available to other interested individuals upon request from the Center for Improvement of Teaching of Japanese Language and Culture in High School, 1212 West Springfield, Urbana, Illinois 61801.

* * EMPLOYMENT OPPORTUNITY * *

The Illinois Math and Science Academy in Aurora, Illinois, is seeking an experienced Japanese language instructor to teach one beginning level Japanese language and culture immersion class, starting January 1, 1988. An applicant with additional teaching experience in Spanish may be able to negotiate a full-time position. Fluency and references required. Applications available from IMSA, 1500 West Sullivan Road, Aurora, IL 60506, or call Connie Hatcher, (312) 801-6000.

* * ANNOUNCEMENTS * *

* Glimpses of Japan Through Comics, by Caron Allen, introduces American students to Japanese culture and everyday life through a popular Japanese comic strip which has been translated into English. The book has nine units addressing such topics as New Year's, education, housing, and martial arts. The attention given to details of real life in Japan makes the book a very valuable tool for teaching Japanese culture. 75 pages. Available for $4.00 from the Center for East Asian and Pacific Studies, University of Illinois, 1208 West California, Urbana, IL 61801.

* A good source of Japanese books is Kinokuniya, which has stores on both coasts. Mail orders, and in some cases, phone orders are accepted. Catalogs are available from both stores. The Los Angeles store offers free memberships to those interested in regular catalog updates and special discounts. The addresses are: Kinokuniya Bookstore, 10 West 49th Street, New York, NY 10020 (212) 765-1461; and Kinokuniya Bookstore, Weller Court Store, 123 Astronaut Ellison S. Onizuka Street, Suite #106, Los Angeles, CA 90012 (213) 687-4480.

* Hawaii's 7th Annual Second Language Institute will be held in July-August, 1988. For more information, contact Celeste Fox, 46-054 Puulena Street, #925, Kaneohe, HI 96744.

* The Japanese School Internship Program is accepting applications for interns for the Fall of 1988 as well as a few for the Spring of 1988. The program places Japanese teacher-interns in American schools to enhance Japanese language and culture education. Write for information and application forms to International Internship Programs, 406 Colman Building, 811 First Avenue, Seattle, WA 98104. Applicants interested in interns for the spring must have applications completed by the end of December.

* * ATTENTION TEACHERS WITH THIRD-YEAR PROGRAMS * *

The Center is urgently seeking Japanese langauge teachers who teach advanced level classes (third or fourth year) and who would like to participate in field-testing the Intermediate Culture Reader being developed by the Center. Selected materials will be ready for classroom testing in March of 1988. If you are interested and would be willing to help, please call or write to Carol Bond, Center for Improvement of Teaching of Japanese Language and Culture in High School, 1212 W. Springfield Avenue, Urbana, IL 61801, (217) 333-8203.

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PLEASE SEND ARTICLES, IDEAS TO SHARE, AND ANNOUNCEMENTS FOR THE NEXT ISSUE OF THE JLTN NEWSLETTER BY FEBRUARY 1, 1988 TO: JLTN NEWSLETTER, UNIVERSITY HIGH SCHOOL, 1212 WEST SPRINGFIELD, URBANA, ILLINOIS 61801.

Editor: Barbara Shenk

JAPANESE LANGUAGE TEACHERS NETWORK
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日本語教諭ネットワーク

NEWSLETTER OF THE JAPANESE LANGUAGE TEACHERS NETWORK

Vol. 3 No. 1 February 1988

* * JAPANESE TEACHERS TO MEET AT TRAVELING WORKSHOPS * *

The Center for Improvement of Teaching of Japanese Language and Culture in High School will be taking its show on the road this spring. Five sites have been selected for a series of two-day Traveling Workshops for high school teachers. The first workshop will be held in Annandale, Virginia, and will include teachers from Maryland, Washington, D.C., and North Carolina. Teachers in Iowa, Wisconsin and Minnesota will attend the Tri-State Workshop in Minneapolis. Workshops will also be held in Michigan, New York and Oregon. A one-day program will be presented in Indianapolis in May.

The program at each site has been designed so that teachers will have ample opportunity to get acquainted with and to learn from each other. A Center consultant will present innovative teaching methods and ideas for using supplementary materials. Local teachers will also contribute to the program.

For further information about specific workshops, contact the following Traveling Workshop coordinators:

Virginia (March 18-19)
Maria Wilmeth
Lacey Instructional Center
Fairfax County Public Schools
3705 Crest Drive
Annandale, VA 22003
(703) 698-7500

New York (March 23-24)
Jane W. Barley
Foreign Languages Education
Rm 323 EB
State Education Department
Albany, NY 12234
(518) 474-5927

Oregon (April 8-9)
David Arlington, Specialist
Humanities & Foreign Languages
Oregon Department of Education
700 Pringle Parkway SE
Salem, OR 97310-0290
(503) 373-7898

Michigan (April 21-22)
Peter Rozich, Consultant
Michigan Dept. of Education
Office of Tech. Assistance
& Evaluation, P.O. 30008
Lansing, MI 48909
(517) 373-1830

Minnesota (April 29-30)
Phyllis H. Larson
Teacher of Japanese
Apple Valley Senior High School
14445 Diamond Path
Rosemount, MN 55068
(612) 431-8206 [2:25-3:30 CT]

Indiana (May 6)
Walter H. Bartz
Indiana Dept. of Education
Rm. 229
State House
Indianapolis, IN 46204-2798
(317) 269-9657

* * 1988 SUMMER WORKSHOP FOR HIGH SCHOOL TEACHERS * *

Urbana, Illinois, will be the site of a three-week workshop for high school teachers, "Teaching Japanese Language and Culture: A Proficiency Approach." The workshop will be held from June 19 through July 9, 1988, on the campus of the University of Illinois. The program is designed to meet the special needs of high school Japanese teachers, both in presenting language and culture, and in developing new materials for classroom use. Participants will earn one unit (four semester hours) of graduate credit for attending the workshop and completing an independent curriculum development project.

A stipend of $1400 will be awarded to fifteen qualified applicants, who will also be provided with meals, lodging and free tuition. Without financial assistance, the cost of attending the workshop is $425. Participation will be limited. Completed applications must be received by March 7, 1988.

Funding for the workshop is provided by grants from the Japan-United States Friendship Commission, the University of Illinois, and the U.S. Department of Education. For further information about the workshop, contact Barbara Shenk, Center for Improvement of Teaching of Japanese Language and Culture in High School, University High School, 1212 West Springfield, Urbana, Illinois 61801. (217) 244-4808

六十の手習い

ONE MAY STUDY CALLIGRAPHY AT SIXTY
(IT'S NEVER TOO LATE TO LEARN)

* * SOME INSPIRATIONAL WORDS FROM THE WASHINGTON POST * *

The following editorial appeared in the October 10, 1987 edition of the Washington Post:

How They Said It

When Crown Prince Akihito visited Walt Whitman High School in Bethesda, the students in the Japanese classes there addressed him in his own language. The prince responded with haiku he had composed. It was a charming occasion. It was also a demonstration of a remarkably successful language program at one of the area's best schools--and a reminder that, in American high schools, Japanese is still a great rarity.

That surely is a reproach to the schools. The modest emphasis given to foreign languages in general is one of the most obvious weaknesses of American education, and the languages taught in high school are far fewer than Americans need to know. The idea of introducing Japanese to ninth graders is usually dismissed with a groan and the observation that it is a very difficult language. That's quite true, but it doesn't get any easier when it's deferred until college. On the contrary, there's a strong case for beginning the hard languages earlier rather than later.

According to a survey taken in 1985, about 11,000 high school youngsters were taking Japanese. That's more than most people would have expected, and Japanese instruction is expanding rapidly. But that number still represents well under one-tenth of 1 percent of the country's high school enrollments.

It's hard to think of another example in history of two countries with such close associations and so little knowledge of each other. The vast flow of daily transactions--political, military and commercial--moves through an astonishingly small number of interlocutors who know both languages, and at these crucial points of contact it is far more likely to be the Japanese partner who is bilingual.

Students here find Japanese culture appealing, teachers say, and the very complexity of the written language seems to engage bright youngsters. When a school offers Japanese, classes generally fill up quickly. High school kids seem to have caught the idea that Japan counts, and that people who know its language will have an advantage in the adult world. It's splendid that Walt Whitman has brought students to the level of ability that they demonstrated to their visitor this week. But this kind of opportunity should not be limited to students at only a few hundred of the country's most venturesome high schools.

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The Washington Post (c) 1987.

* * GIFTED STUDENTS TACKLE NIHONGO AT PITTSBURGH SUMMER SCHOOL * *

Each year approximately sixty highly motivated high school juniors and seniors are selected from over one thousand applicants to attend the Pennsylvania Governor's School for International Studies, at the University of Pittsburgh. During this five-week residential program, students take required courses in Global Change, International Economics, Japanese Language and Culture, and World Politics. They also participate in computer-assisted simulations and seminars on Contemporary Leadership Issues.

The Japanese language course, which focuses entirely on the spoken language, has three main goals: (a) to enable the students to acquire as much spoken Japanese as possible in the time available, and to learn how to use it appropriately; (b) to expose the students to Japanese culture, particularly as reflected in the language; and (c) to expand the students' thinking and awareness of themselves and their world.

The Japanese class meets twice daily during the six-day school week. Nine of the twelve weekly sessions are taught by native speakers who conduct the classes totally in Japanese. The remaining three sessions, presented in English, incorporate grammatical explanations and discussions of the cultural aspects of the language. In addition, lectures on Japanese history, geography and culture are presented. Co-curricular activities such as foreign films, field trips, and meals at ethnic restaurants augment the instructional program. The students enthusiastically adopt their new language, and apply it to as many daily activities as possible--in the dormitory, in sports and on field-trips.

According to Diana Wood, Academic Dean at the school, the "immersion" approach has provided a novel challenge to these scholastically talented students. Learning a totally unfamiliar language seems to have greatly enhanced students' sensitivity to the difficulties in cross-cultural communication.

Additional information on the Pennsylvania program can be obtained by writing to: Kathleen E. White, Director, The Pennsylvania Governor's School for International Studies, 4G15 Forbes Quadrangle, University Center for International Studies, University of Pittsburgh, Pittsburgh, PA 15260

* * TPR ACTIVITIES IN BEGINNING JAPANESE INSTRUCTION * *

Activities based on James Asher's Total Physical Response (TPR) method can be a useful and enjoyable part of beginning Japanese instruction. In TPR activities, students respond to commands given by the teacher and later by other students. The teacher first models the command before students perform it. Then the entire class, groups of students, and finally individual volunteers perform the commands. The careful modeling of new commands by the teacher during the initial stages removes the need for English translation during the activity. By acting out the commands, students form kinesthetic associations which can help shortcircuit the translation process into English which so often otherwise occurs. TPR activities are low-stress and provide a good source of "comprehensible input."

Although TPR purists may use the method almost exclusively in their beginning classes, many teachers prefer simply to incorporate some TPR activities into the daily routine. TPR activities provide not only a change of pace--which in itself is useful--but also meaningful exposure to critical grammar points in Japanese. TPR activities can introduce students to key structures well before they are discussed formally in class and can also be used as quick mini-reviews later. Moreover, TPR activites can encourage students to develop listening and observation skills useful in picking up new vocabulary and structures. Students must infer the meanings from context, for the brisk pace of the activities does not leave them time to stop and look things up in their bilingual dictionaries.

What follows is a potpourri of examples showing how TPR activities can be used to introduce students to various grammatical forms. Of course, many similar commands and combinations of commands should be presented along the way in order to introduce new vocabulary and structures gradually and to review them thoroughly. The following examples range from simple to complex. Please note that the ーてください form is used in commands rather than the なさい form not only because of its greater politeness but also because the て- form is needed in so many other contexts in Japanese.

EXAMPLES (In kana with English translations):

1.	たってください。。。 すわってください。	Stand up...Sit down.
2.	てをあげてください。	Raise your hand.
3.	せんせいのつくえをさしてください。	Point to the teacher's desk.
4.	みぎてでアメリカのはたをさしてください。	Point with your right hand to the American flag.
5.	えんぴつで かみにおおきいまるをかいてください。	With your pencil draw a big circle on your paper.
6.	あついなら まどをあけてください。	If you are hot, open the window.

As a rule of thumb, familiar structures should be used to introduce new vocabulary and familiar vocabulary to introduce new structures. Pictures of objects can be hung around the room to give points of reference and teach new vocabulary.

Although at the beginning stages of instruction students take part only non-verbally, at a later stage they can be encouraged to give the commands themselves. Games can be invented where members of teams compete for points. The teacher can lead into meaningful drill activities by asking students questions about what they or other students are doing or have just done. In the case of conditional commands, as in #6 above, students can also be asked why they are performing (or have performed) the action. Student answers may be brief at first. Teachers can repeat the response in correct or more elaborated form, thereby encouraging more accurate and complete responses. The above TPR activities--and others that can be easily derived from a particular curriculum--can be successfully integrated into a more traditional beginning Japanese program from day one.

--Cliff Darnall, Japanese teacher
Bloomington High School
Bloomington, Illinois

* * OREGONIANS PUSH JAPANESE * *

The data may be impressive, says David Arlington, "but the more remarkable thing is hidden by the data." Arlington, who is Foreign Language Specialist at the Oregon Board of Education, points with pride to the following data:

Currently 26 high schools offer Japanese instruction, with Japanese enrollments outpacing all other languages in rate of growth. Public schools offering Japanese have increased from 1 in 1980 to 39 at all levels in 1986. The total 1986 enrollment was 1,287, of which 1,052 were high school students. "With due respect to Washington and California," writes Arlington, "Oregon was this past school year second only to Hawaii in the number of public schools offering Japanese."

The "remarkable thing hidden by the data" is that this growth is entirely the result of local initiative. Despite a falling economy in the state caused by a depressed timber industry, poor and wealthy school districts alike have given Japanese instruction a high priority in their schools. "Itinerant teachers" help to stretch the dollar, as do gifts of teaching materials donated by the Japanese consulate.

To Oregonians, Japan is not in the "Far East," but in the "Near West." Japan is considered a neighbor, and increased contact with Japanese people--through trade, exchange programs, and even the Japanese movie industry filming on location in Oregon--has ignited an interest in learning Japanese.

Though the initiative has come from local communities and school districts, the State Board and universities are becoming more and more involved. Both Pacific University and the University of Oregon are working with the state to develop teacher training programs for certification in Japanese. The prospects for continued growth in Oregon are bright. For further information, write to David Arlington, Humanities and Foreign Languages, Oregon Department of Education, 700 Pringle Parkway SE, Salem, OR 97310-0290.

野菜の煮物

JAPANESE STYLE BOILED VEGETABLES

1/3 cup dashi (bonito fish stock) or chicken broth
1 tsp. sugar
2 tsp. soy sauce
4 medium carrots
1 c. green beans (fresh or frozen)
4-6 shiitake (dried Chinese mushrooms)

Soak mushrooms in lukewarm water for 30 minutes, remove stems, and cut into strips. Cut carrots into 1-1/2" x 1/2" pieces and green beans into 1-1/2" lengths.

Prepare 1/3 cup dashi and add sugar and soy sauce. Add carrots and mushrooms and cook until carrots are tender. Remove from heat. Boil green beans in water for 1-2 minutes. Add to carrots.

Serve warm or at room temperature, mounded in small bowls or as an accompaniment to rice in an obento (box lunch).

* * EVEN MONKEYS FALL FROM TREES: A BOOK REVIEW * *

A collection of proverbs is "a compact treatise on the values of culture," writes Edward G. Seidensticker in his Foreward to "Even Monkeys Fall from Trees" and Other Japanese Proverbs (Rutland, VT & Tokyo: Charles E. Tuttle & Company, 1987. $11.95). This collection, compiled and translated by David Galef, is a particularly lively one, owing much of its wit and colorful interpretation to the charcoal illustrations of Jun Hashimoto. Each of the 100 selected proverbs is presented in an attractive, uncluttered, two-page spread. The proverb is written in a modern style calligraphy and in romaji, and a literal English translation is given. If the original and the translation leave the reader puzzled, the illustration is likely to reveal the wisdom contained in the proverb. If all else fails, the reader can turn to the index for an equivalent English proverb. "Matching sets of proverbs from two cultures make a treatise in comparative sociology, or cultural anthropology," says Seidensticker.

Such bits of wisdom which are woven into the language and mindset of a people, are well worth learning about or even memorizing in the pursuit of understanding a language and culture. This delightful book can help to make the study of proverbs an entertaining exercise in the classroom.

* * INDIANA PLANS JAPANESE SEMINAR * *

Ball State University in Muncie, Indiana will conduct an intensive Japanese language seminar this summer for Indiana in-service foreign language teachers. Fifteen teachers will be selected to participate in the course, to be held June 6-July 8. In addition to learning Japanese, the participants will be required to prepare and implement an exploratory course in Japanese at their home schools during the subsequent year.

Rita Gardiol, Chair of the Department of Foreign Languages, has conducted similar seminars for Chinese language instruction. Though this is the first such seminar for Japanese, she reports that the response from Indiana's foreign language teachers has been very enthusiastic.

For more information about the seminar, contact Dr. Rita Gardiol, Chair, Department of Foreign Languages, College of Sciences and Humanities, Ball State University, Muncie, IN 47306.

* * HAWAII HOSTS 7TH ANNUAL SECOND LANGUAGE INSTITUTE * *

Brush up your Japanese skills to the accompaniment of ocean waves! Hawaii offers the opportunity to earn university credit and to acquire practical classroom methodology as you "live the language to learn the language." Two sessions are offered: July 24-30 and July 31-August 6. "Real beginners" are encouraged to attend the first session. The price for the one-week institute, which includes housing, meals, local transportation, and tours, is $495.00. For more information, contact Celeste Fox, 46-054 Puulena Street, #925, Kaneohe, HI. 96744 (808-235-0773).

* * SPECIAL NOTICE * *

The Japanese Language Teachers Network is planning to publish in early April a special supplement to our Newsletter, announcing job opportunities and also listing individuals seeking teaching positions. If your school or organization will have a job opening or if you are currently seeking employment, please send your name, address, telephone number and a brief description of your qualifications or of the position by March 15 to Barbara Shenk, Center for Improvement of Teaching of Japanese Language and Culture in High School, University High School, 1212 West Springfield Avenue, Urbana, IL 61801.

* * ANNOUNCEMENTS * *

* **Japanese language word processing** is now available. Hand-written Japanese documents or teaching materials can be accurately typed and laser printed. Output to ditto master is also available. Fast service and discounts for educators. For more information, contact Wendy Ebersberger, PO Box 9725, San Diego, CA 92109 (619) 274-7956.

* **The ACTFL Proficiency Guidelines for Japanese** have been published in the December 1987 issue of the **Foreign Language Annals** (volume 20). The guidelines present examples of language performance characteristics at various levels of proficiency in speaking, listening, reading and writing.

* **The Intensive Japanese Language Course at Middlebury College** will be conducted from June 10-August 12, 1988. Application must be made by March 15. Contact Yvette LaRoque at the Japanese School, Sunderland Language Center, Middlebury College, Middlebury, VT 05753.

* **The New Technologies Program at Middlebury College** is offering two summer workshops which should be of interest to high school foreign language teachers. The Introductory Computer Workshop will run July 7-20, and an Introductory Video Workshop will be held August 1-12. For more information write to the New Technologies Program, Sunderland Language Center, Middlebury College, Middlebury, VT 05753.

* **The East Asian Summer Language Institute** is offering intensive immersion instruction in Japanese, Chinese, and Korean, June 10 to August 12, 1988. Levels I, II, III, and possibly IV will be taught. The Institute welcomes applications from teachers, college and high school students, and any one else interested in learning Japanese. The fee of approximately $2,000 includes tuition (10 college credits), all texts and materials, and room and board. Contact Debbie Struemph, The East Asian Summer Language Institute, Indiana University, Memorial West 210, Bloomington, IN 47405. Telephone: (812) 335-5246.

* **Computer software** can help teach beginning students to read and write hiragana and katakana. A hiragana program which teaches through visual and verbal mnemonics is available for use on an IBM PC or compatible with colorgraphics. The cost of the program with multiple license agreement is $150. A program of exercises for learning katakana is also available for $75. This program will be upgraded eventually to include mnemonics. Contact Kazumi Hatasa, 905 S. Race, Urbana, IL 61801. (217) 384-1333.

* * * * * * * * * * *

PLEASE SEND ARTICLES, IDEAS TO SHARE, AND ANNOUNCEMENTS FOR THE NEXT ISSUE OF THE JLTN NEWSLETTER BY May 1, 1988 TO: JLTN NEWSLETTER, UNIVERSITY HIGH SCHOOL, 1212 WEST SPRINGFIELD, URBANA, ILLINOIS 61801.

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The Newsletter of the Japanese Language Teachers Network is a publication of the Center for Improvement of Teaching of Japanese Language and Culture in High School, which is funded by grants from the Japan-United States Friendship Commission and the U.S. Department of Education Secretary's Discretionary Program for Critical Foreign Languages.

JAPANESE LANGUAGE TEACHERS NETWORK
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日本語教諭ネットワーク

NEWSLETTER OF THE JAPANESE LANGUAGE TEACHERS NETWORK

Vol. 3 No. 2 May 1988

* * WORKSHOPS, WORKSHOPS, WORKSHOPS * *

High school Japanese language teachers met together this spring at traveling workshops sponsored by the Center and held in six locations across the country. While many people worked hard to make the workshops a success, the Center would especially like to thank Maria Wilmeth in Virginia, Jane Barley in New York, David Arlington in Oregon, Peter Rozich and Peter Bunton in Michigan, Walter Bartz in Indiana, and Phyllis Hyland Larson and Suzanne Jebe in Minnesota for the many hours of work they devoted to organizing the workshops in their area. Through the experiences of Natsumi Watanabe and Seiichi Makino, consultants from the Center who presented at the workshops, we have learned much about high school Japanese language programs across the country. We are very pleased to have had this opportunity, and we are excited at the evidence that there is increasing interest in Japanese in nearly every part of the United States.

For a close-up look at one workshop, we have the following report from Phyllis Hyland Larson, who coordinated the Tri-State Workshop for Iowa, Wisconsin, and Minnesota. The Tri-State Workshop was unique in that the first of the two days brought together both curriculum planners and Japanese language teachers. The second day was set aside for teachers' concerns only.

The Tri-State Workshop: Japanese in Our Schools

We had hoped that twenty would register for the "Japanese in Our Schools" workshop, and we were thrilled when the registrations exceeded thirty! Since we wanted to create a sense of community, we devoted most of the first day of our workshop to general sessions. Jim Boesen (Principal, Apple Valley High School) talked about the process of beginning a Japanese program. Gladys Stone (Department of Sociology, University of Wisconsin-River Falls) spoke about the experience of Japanese immigrants to this area. Wes Jacobsen (Professor of Japanese, University of Minnesota) described the implications of the ACTFL guidelines for teacher training and classroom practice, and Natsumi Watanabe led a session for Japanese teachers on error correction. We followed that with a sumptuous reception and banquet (kaiseki teishoku) at a local Japanese restaurant, where all had a chance to talk, laugh, and get acquainted.

On Saturday we delved into specific discussions of strategies to encourage oral proficiency in the classroom, as well as ways to teach kana and kanji and to make use of traditional games and songs. In these, Natsumi, our presenter from the Center in Illinois, was invaluable. We had a lively discussion and found ourselves reluctant to quit and say good-bye.

We do see some wonderful possibilities ahead: (1) the establishment of an annual Tri-State Workshop, which might involve a Friday session of observation and discussion on-site at a college or high school, followed by one or two days of pedagogical discussion; and (2) the establishment of a Minnesota Council of Teachers of Japanese under the aegis of the Minnesota Council of Teachers of Foreign Languages.

The weather was great, the food exceptional, the company congenial, and the conversation inspirational! We all agreed that we must meet again!

--Phyllis Hyland Larson
Apple Valley High School

* * EARLHAM COLLEGE AND STATE OF INDIANA EXPAND JAPANESE PROGRAMS * *

For the past twenty-five years Earlham College has been at the forefront of efforts within this country to develop innovative educational programs linking Japan and the United States. The college has now turned its attention to developing Japanese programs in Indiana's high schools. There are currently four Indiana high schools that offer Japanese. Plans call for the establishment of 15 additional Japanese language programs in Indiana schools over the next three years.

Earlham has received funding from the Indiana State Department of Education to assist Indiana school corporations in developing an international education curriculum that focuses on Japanese studies and language. Five corporations participated during the 1987-88 academic year, and five more have been selected for 1988-89. The program will conclude with five additional school corporations participating in '89-90.

During Phase I of the Project, teams of educators from each school corporation attend a two-week summer institute at Earlham, followed by a three-week summer study program in Japan. Participants are introduced to the latest materials and methods for teaching about the history, social sciences, arts, and literature of Japan. Each team member then develops a curriculum project related to his or her area of specialization. In this way, Japanese studies are implemented in each school corporation.

Corporations then move the following year into Phase II of the Project, which focuses on the development of a Japanese language course. Earlham assists participating schools in the recruitment and training of language teachers. Prospective teachers include both native speakers of Japanese and Americans who have spent extensive time studying the language and living in Japan. These teachers attend a four-week summer workshop at Earlham, which focuses on foreign language pedagogical methods. As a part of the workshop, participants create materials to supplement a standard text. After this period of training, teachers design and teach a first-year course in Japanese language and assist their school corporations in other language-related projects. During the school year, the Earlham Japanese language staff holds three weekend in-service workshops and also visits teachers to observe their classes and to provide guidance.

The Indiana Department of Education has just approved state certification for teachers who participate in the Earlham program. For more information about the Indiana-Earlham program, contact: Professor Akiko Kakutani, Institute for Education on Japan, Earlham College, Richmond, IN 47374.

PROVERB

虎穴に入らずんば虎子を得ず

YOU CANNOT CATCH A TIGER CUB UNLESS YOU ENTER THE TIGER'S CAVE.

(Nothing ventured, nothing gained.)

* * VIEWPOINT: PROFICIENCY KEY TO QUALITY TEACHING * *

Skill-giving instructors--whether they be instructors of music, tennis, painting, swimming, or anything else--are expected to be more proficient than their students. Language instructors, who are also trying to develop their students' skills, are likewise expected to be proficient in their language.

Japanese, along with Chinese, Korean, and Arabic, has been listed as one of the most difficult languages in the world to learn. Development of usable proficiency in Japanese requires many more hours of study than for French, German, or even Russian. While it is true that the sound system is fairly easy to learn, the complexities of grammar, the use of honorifics, the task of learning several hundred kanji, and the necessity of understanding Japanese thought processes, present great problems for teachers and students alike.

How proficient should a non-native teacher of Japanese be? It is useful to consider the ACTFL Japanese Proficiency Guidelines (Foreign Language Annals, December 1987, pp. 589-603) as our yardstick.

For speaking and listening skills, a reasonable goal for high school students who have completed four or five semesters of instruction seems to be the intermediate-mid level. That is, they should be able to handle successfully a variety of uncomplicated tasks and social situations, including simple interchanges about themselves, their families, and their leisure time activities. Their use of the language is still at the "survival level." For reading and writing skills, the intermediate-low skill level should be attainable, depending upon the emphasis placed on the written language in the student's classroom.

Clearly, the expectations for teachers must be higher. The advanced level for speaking/listening skills and the intermediate-high level for writing/reading skills seem to be minimally appropriate goals for non-native speaking Japanese language teachers. In other words, the teacher's proficiency level should be at least two notches above the goal set for the students, so that teachers can pass on to their students an understanding of the language which can only come from the ability to function at a higher level of proficiency.

The implications for schools and teachers are clear: Japanese teaching as a newly emerging profession is at a critical point. If Japanese is to continue to grow and to flourish in America's schools, schools should seek teachers who can demonstrate usable proficiency in the language--a proficiency that results from long-term contact with Japanese, either in University study, or ideally, through extended periods of time spent living and studying in Japan. Study fellowships, such as those provided by the Rockefeller Foundation, make trips to Japan more feasible. For teachers who lack proficiency, going to Japan or enrolling in University courses should be the goal.

In the meantime, there are things that can be done close to home, at little cost: Teachers can find someone in their community who speaks Japanese, and set up a weekly conversation hour, or a tutoring partnership. They can rent or purchase audio and video tapes to listen to at home. They can set up a self-study program to learn additional kanji. They can subscribe to a magazine such as Nihongo Journal (ALC Press, 2-54-12 Eifukucho, Suginami-ku, Tokyo 168, JAPAN).

Non-native teachers should begin from wherever they are to strengthen their skills and to reach for the next level of proficiency. The benefits to the teacher, the school, the Japanese program, and most especially to the students, are boundless.

--Seiichi Makino
--Carol Bond

* * MICHIGAN AND SHIGA COLLABORATE ON PROGRAM * *

The Michigan-Shiga Teacher Exchange Program is a cooperative exchange of people, programs and ideas between Michigan and Shiga Prefecture, Japan. This project evolved as a result of an already mature Michigan-Shiga Sister State relationship begun in 1968. To complement the existing cooperative activities between the two states, Michigan's Governor Blanchard and Shiga's Governor Takemura agreed to an exchange of teachers in 1984.

The project was officially inaugurated in August 1985 when three of Shiga's classroom teachers moved to Michigan and completed a year-long series of informational visits into Michigan's classrooms. In the two succeeding years, a new group of English-speaking exchange teachers arrived from Shiga Prefecture. These goodwill ambassadors have visited thousands of Michigan classrooms, presenting lessons on all aspects of Japanese life. Wherever they have gone, they have made innumerable friends and expanded the knowledge and understanding of Japanese language and culture.

In an effort to increase the number of Michigan teachers prepared to teach Japanese studies, the Michigan Department of Education sponsored a community college class in Japanese language and culture. Each year, a number of highly motivated educators are selected as program participants. The project has grown in each of the past two years and is now offered in two sites and includes first, second and third year language and culture students. Participants also use their new skills to develop appropriate curriculum models for use in Michigan's schools. Each year up to six teachers are selected to represent Michigan for six months as English exchange teachers in Shiga.

While its primary goal has been to meet specific educational needs for Michigan, the Michigan-Shiga Teacher Exchange Program has simultaneously nurtured those invaluable human resources of international knowledge, communication, cooperation and friendship.

For more information on the project, please contact: Dr. Peter Bunton, Michigan Department of Education Office of Technical Assistance and Evaluation, P.O. Box 30008, Lansing, MI 48909.

* * TEACHER INTERN BOOSTS NEW YORK PROGRAM * *

It was the last day of school before Easter vacation—a day when everyone is usually cheerful and excited. But my Japanese language students sat in their seats with gloomy faces. Akemi Mori, their favorite nihongo no sensei, had just finished teaching her last lesson at John Bowne High School (Flushing, New York). It was time to say "sayonara."

For the last twelve months, Akemi had served in our school as a teacher intern from the International Internship Program. She co-taught the approximately 100 students enrolled in our school's Japanese language program. Throughout the year she began each lesson with a brief cultural reference, explaining, for instance, a holiday or festival being celebrated in Japan on that day and the customs associated with the holiday.

Akemi kept all my students motivated and eager to come to class. She helped my Japanese classes decorate a beautiful tree covered from top to bottom with very intricate origami decorations. We participated in tea ceremonies and also learned the basic movements involved in performing *sado*. My students' interest in *sado* was heightened one day when Ms. Mori courageously introduced herself and the class to Sen Soshitsu, Japan's Grand Tea Master. She had spotted Mr. Soshitsu strolling around the Japanese exhibit at the Metropolitan Museum of Modern Art while we were on one of our field trips.

Occasionally, Akemi took classes to the cooking room to prepare and sample various Japanese dishes. Our school's agriculture and horticulture program provided Akemi with materials and flowers she needed to give lessons in ikebana to my students. One day we watched as Akemi clothed one of our students in the kimono that she wore to senior awards night and to the prom. We were amazed to see how skillful a Japanese woman must be when performing this inevitable task.

Akemi recruited students to form an after-school Japanese club to put on a school-wide performance of "The Wizard of Oz" in Japanese. *Newsday* reporters attended the dress rehearsal, interviewed Akemi and the students, and published a full page article on the production.

Akemi, an English major in college, plans to teach English in Japan one day. She enjoyed visiting our school's English literature classes, and helped out in drama and horticulture classes on a daily basis. She was very interested in learning more about our country's educational system, and so she found the time to visit other New York schools.

Reminders of Akemi's hard work remain on our bulletin boards, in our lesson plans and materials, and in our notebooks. Akemi Mori added so much life to our Japanese program that we are eager to host another teacher intern from Japan.

--Wendy Weiner
John Bowne High School

[Editor's note: The International Internship Program office is located at 406 Colman Building, 811 First Avenue, Seattle, WA 98104]

* * CENTER TO HOLD SECOND SUMMER WORKSHOP * *

The 1988 Summer Workshop "Teaching Japanese Language and Culture: A Proficiency Approach" will be held on the University of Illinois Urbana Campus, June 19 through July 9. Eighteen participants have been invited to attend the workshop sponsored by the Center. Professor Seiichi Makino and Natsumi Watanabe will be the instructors. Other guest speakers will give presentations on cultural topics relevant to Japanese language teachers. The participants will be arriving from Alabama, Alaska, California, Indiana, Maryland, Michigan, Minnesota, New York, Oregon, Texas, Virginia, Washington, and Wisconsin. We look forward to meeting our colleagues from around the country.

* * NEW JAPANESE GRADUATE PROGRAM AT NAGOYA UNIVERSITY * *

Nagoya University has just begun a graduate program in Japanese language and culture (Nihon Gengo Bunka Senkou) to meet the rapidly growing demand for professionally trained Japanese language teachers. The M.A. program is expected to expand to a Ph.D. program in two years. The course covers four subject areas: Cultural Studies (including literature), Modern Japanese Linguistics, Teaching Japanese as a Foreign/Second Language, and Applied Linguistics (including CAI/CMI). The program aims to produce not only highly qualified Japanese language teachers but also leaders who will in turn train other teachers. For information on application procedures, write to: Faculty of Letters, Nagoya University, Furo-cho, Chikusa-ku, Nagoya, 464-01. JAPAN.

* * MORI-NO-IKE * *

Mori-no-Ike Japanese Language Village is a new addition to the Concordia Language Villages in Minnesota. Young people ages 8 to 17 can now immerse themselves in Japanese language and culture in a camp setting with a trained Japanese language instructor and native speakers. According to Ann McCarthy, Dean of the Japanese Camp, there were so many applicants that it was necessary to open a second session.

For two weeks, campers use Japanese currency, adopt a Japanese name, eat Japanese food, and learn to use Japanese words and phrases in their daily activities. They are introduced to the history, arts and traditions of Japan through such activities as celebrating festivals, re-enacting historical events, putting on a kabuki play, and studying calligraphy. Located at Giants Ridge in northeastern Minnesota, the camp offers a beautiful setting and outdoor recreation activities.

Concordia Language Villages began in 1961 with a German Village. It has since added French, Spanish, Norwegian, Russian, Swedish, Finnish, Danish, Chinese, and now Japanese. For more information, write to Concordia Language Villages, 901 South Eighth Street, Moorhead, MN 56560.

* * VIRGINIA SCHOOL LAUNCHES NATIONAL HONOR SOCIETY * *

The Japanese National Honor Society, founded in 1987 by Yuriko Uchiyama Rollins, Japanese teacher at the Thomas Jefferson High School for Science and Technology, in Alexandria, Virginia, is now expanding nationwide. Membership in the society provides recognition for students who have worked hard in their Japanese studies and encourages further study. The society plans to serve as an information network allowing teachers and students to share ideas on Japanese language education. Currently the society is compiling a list of colleges with outstanding programs in Japanese.

Schools across the country with Japanese language programs are invited to apply to join the society. The society is also seeking teachers who are willing to serve as regional coordinators. Please contact Yuriko Uchiyama Rollins, Japanese National Honor Society, 6560 Braddock Road, Alexandria, Virginia 22312.

冷し中華

* * CHILLED CHUKA NOODLES * *

This cool, refreshing dish, ideal for a hot summer's day, uses crinkly Chinese-style noodles. Some Asian food stores carry fresh, frozen, or dried Chinese noodles. As a last resort, instant ramen noodles may be used, discarding the soup packet.

4 pkgs. Chinese style noodles
4 oz. cooked ham
3 oz. cucumber
4 eggs
Splash of mirin or pinch of sugar.

For sauce:
1/4 cup dashi or chicken broth
1/2 cup soy sauce
3 T sugar
1/2 cup rice vinegar
1 tsp. sesame oil

Combine and simmer sauce ingredients for two minutes. Chill and set aside. Prepare cooked ham and cucumber by slicing into very thin strips about 2 inches long. Beat eggs and add mirin or sugar. Cook about 1/4 or less of the egg mixture at a time in a crepe or omelet pan over a fairly high heat. Fold the thin "omelet" in half and slice into thin strips. Cook the noodles according to directions and drain in collander. Immediately run very cold water through the noodles until they are chilled. Mound noodles in four shallow bowls and arrange egg, ham, and cucumber strips on top so that they fan out from the center. Pour the sauce over the noodles and serve.

* * CENTER RECEIVES ILLINOIS AWARD * *

The Center for Improvement of Teaching of Japanese Language and Culture in High School was the recipient of a 1988 Illinois Award for Contributions to Foreign Language Learning. Carol Bond represented the Center at an awards luncheon hosted by Lieutenant Governor George H. Ryan at the Executive Mansion in Springfield.

* * ATTENTION TEACHERS WITH ADVANCED LEVEL PROGRAMS * *

While finding appropriate textbooks and materials for any Japanese class is a problem, the shortage of materials is especially critical for advanced levels. Please let us know about the materials you use in your third and fourth year classes so that we may share the information with our readers. Call or write: Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Avenue, Urbana, IL 61801. (217) 244-4808.

* * EMPLOYMENT OPPORTUNITIES * *

* Tacoma Public School seeks a full-time senior high level teacher for first through fourth year Japanese. Applicants should possess a teaching certificate with endorsement in Japanese. Send resume to Cenobio Macias, P.O. Box 1357, Tacoma, WA 98401, or call (206) 593-6937.

* Oak Park and River Forest High School, in Oak Park, Illinois, is seeking a part-time teacher for first and second year Japanese. A bachelor degree and a teaching certificate in any U.S. state or Japan is required, though emergency certification may be possible to obtain. Please contact Dr. Mirta Pagnucci, Foreign Language Department Head, or Mr. Don Offerman, Assistant Superintendent, Oak Park and River Forest High School, 201 North Scoville, Oak Park, IL 60302. (312) 383-0700.

* * ANNOUNCEMENTS * *

* Computer Software for teaching Japanese has been developed by Kazumi Hatasa, of the University of Illinois. "Verb Conjugation" is now available from the University of Illinois at a cost of $100.00 for site license and $20.00 for a single copy. Please request an order form from Language Learning Laboratory, University of Illinois, G-70 Foreign Language Building, 707 South Mathews, Urbana, IL 61801. Two other programs by Hatasa, "Hiragana ver. 1.0" and "Katakana ver. 1.0" will soon be distributed commercially through an agent in Japan. An announcement will appear in the Newsletter when these become available.

* The Japanese Family is the first teaching module in the series, Japanese Society through Film. It includes video cassettes of the films Bakushu (Ozu), Okaasan (Naruse), and Kazoku Geimu (Morita), and ten study booklets. The booklets contain information on the Japanese family as well as insights on the views of the family presented by the three films. The module is suitable for use with Juniors and Seniors in high school. The cost of the complete module is approximately $250. The package can be ordered from the Japan Society, 333 East 47th St., New York, NY 10017. (212) 832-1155.

* An Oral Proficiency Testing Workshop will be held at Portland State University, Portland, Oregon, on June 20-23, 1988. Ten applicants will be selected to take part in the Japanese language section. Tuition is $495 for ACTFL members and $550 for non-members. Contact Rosemarie Raffa, ACTFL, 579 Broadway, P.O. Box 408, Hastings-on-Hudson, NY 10706.

* The Japan Database is a resource guide for teaching and learning about Japan, developed with funds from the Japan-United States Friendship Commission. The guide details five major categories of information about Japan:

- Specialists on Japan and Japanese studies (University scholars and K-12 educators)
- Sources of Information
- Curriculum Materials (K-12)
- Innovative Programs (K-12)
- Exchange Programs (for students and educators)

The 429-page guide is available from the Council of Chief State School Officers, for $20. Make checks payable to CCSSO, and send your request to: The Japan Database Project, Council of Chief State School Officers, 379 Hall of States, 400 North Capitol Street, N.W., Washington, D.C. 20001.

* Japan in the Classroom: Elementary and Secondary Activities is a new sourcebook from the Social Science Education Consortium. Japan in the Classroom contains 18 complete activities K-12 which can be integrated into a range of social studies units. The materials are also suitable as supplementary lessons in a language class. Topics include homes and food, poetry and proverbs, population density, history, economic development, and Japanese investment in the United States. Varied strategies encourage students to learn about Japan's culture and people. Masters for all student handouts are provided. Japan in the Classroom (order no. 318-7) is available from SSEC Publications, 855 Broadway, Boulder, CO 80302. The cost is $15.95. All orders under $20.00 must be prepaid.

* Puzzles as reinforcement activities in the classroom can be very useful as well as fun. As they are also time consuming to make, Atsumi McCauley is offering to share the crossword puzzles that she has created. Her puzzles are designed to accompany Learn Japanese, New College Text, vol. I. Send self-addressed stamped envelope plus $2.00 for copying to Atsumi McCauley, Educational Service District 101, West 1025 Indiana Avenue, Spokane, WA 99205-4562.

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The Newsletter of the Japanese Language Teachers Network is a publication of the Center for Improvement of Teaching of Japanese Language and Culture in High School, which is funded by grants from the Japan-United States Friendship Commission and the U.S. Department of Education Secretary's Discretionary Program for Critical Foreign Languages.

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ATTENTION TAX PAYERS:

Please help us stretch our grant funds (your taxes) further by using this form if you are not interested in receiving further issues of the Japanese Language Teachers Network Newsletter. We very much appreciate your help in this matter. We will continue to send the quarterly newsletter to those who do not return the form.

____Yes, I am concerned about appropriate spending of Federal Funds. Please remove my name from your mailing list.

(Attach mailing label or fill in name and address.)

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日本語教諭ネットワーク

NEWSLETTER OF THE JAPANESE LANGUAGE TEACHERS NETWORK

Vol. 3 No. 3 October 1988

* * HOW WE SPENT OUR SUMMER VACATIONS * *

- Workshop for Teachers -

Summer in Central Illinois! Record-breaking, 100°-plus temperatures! Certainly not the stuff of travel brochures, and yet eighteen teachers from as far away as California, New York, Alaska, and Alabama chose to spend a part of their treasured summer vacation together at the 1988 Summer Workshop sponsored by the Center. In the midst of this parched Midwestern prairie, these teachers attended lectures, did their homework, and learned to survive on dormitory food for three intensive weeks. More importantly, they eagerly shared their own ideas and materials with their colleagues. Many friendships, one marriage (congratulations, Jim & Jayne!) and a new professional organization were formed. An excerpt from a poem written by Leslie Birkland, a participant from Washington State, sums it up best:

> "...Hidden talents and ideas to exchange and trade...
> Doctors abound in lectures a-plenty,...
> Friendships, frustrations, activities we've shared.
> Creating, supporting because we all care
> About what is foremost in most of our minds-
> Increasing proficiency of Nihongo in time..."

Class of 1988, we salute you!

--Carol Bond

- Mori-no-Ike -

This summer 170 young people immersed themselves in Japanese language and culture--not in Japan, but at Giants Ridge, a ski area in Northern Minnesota. Here they helped launch the Mori-No-Ike Japanese Language Village, the newest village in the Concordia International Language Village program. The Language Villages have been in operation for over 20 years, and include nine other language camps.

There were two 2-week sessions at Mori-No-Ike and the "villagers," as the campers are called, came from all over the country. Most of the staff of 28 were Midwesterners. All were at least able to converse in Japanese and eleven were native speakers.

A portion of each day was spent in learning language skills through drills, games, songs and crafts. In addition, campers participated in group activities, which were taught as much as possible in Japanese. These included judo, calligraphy, sumi-e, boating, swimming, karate, folk dancing, abacus, hiking, origami, tea ceremony, baseball and soccer.

A program was held each evening, to introduce the villagers to some aspect of Japanese culture. Some of the favorites were bon odori, tanabata, samurai capture-the-flag, and sports day. Peace ceremonies on August 6 and 9 commemorated the bombings of Hiroshima and Nagasaki. Villagers and staff made 1000 cranes to send to the Peace Park in Hiroshima.

When campers enter Mori-No-Ike, they notice immediately that all signs (even the one on the Pepsi machine) are in Japanese. The four main camp buildings are named after the main islands of Japan. All the rooms are named after a city on that island. As they arrive in Mori-No-Ike, villagers choose a Japanese name, have luggage checked for contraband (written materials or tapes in English), and deposit all their money in the bank (Daiichi Ginko). At the camp stores all items are priced in yen. If villagers wish to buy anything, they must go to the bank and withdraw the correct amount of yen.

Each day begins with rajio taiso (exercises) outside the dining hall. The meals are Japanese and the villagers soon become adept at using ohashi. During meals, everyone is encouraged to speak Japanese and daily announcements are given in Japanese.

The first year at Mori-No-Ike was enjoyable and successful. Next year we will be increasing the number of sessions offered and will include a credit session for high school students. We will soon be recruiting both villagers and staff. If you have questions, please call (800) 222-4475, or in Minnesota call (800) 247-1044.

--Ann McCarthy, Dean
Mori-No-Ike

(Ann McCarthy teaches Japanese at Washburn High School in Minneapolis.)

- P.A.L. Camp -

In July the Birmingham (Michigan) Public Schools and Oakland University (southeastern Michigan) conducted a one-week day camp in Japanese language and culture. This first P.A.L. Camp (Passport to Adventures in Language) was inspired by the International Language Villages in Minnesota. Carol Wilson, Modern and Classical Language Department Chair of Birmingham's Seaholm High School, was the organizer of this international experience. Counselors included the district's two Japanese teachers, Shi-Chen Peng and Diane Bailey, as well as three Japanese teenagers. Many of the activities were led by Japanese women who reside in the community.

The 17 campers, ages 9-13, participated in a very busy daily schedule. Each day began with the American and Japanese national anthems and a flag-raising ceremony, followed by rajio taiso. Morning activities included language instruction and cultural activities such as origami and ikebana. Lunch was catered by a Japanese restaurant, and, naturally, this was a very "interesting" experience for the campers. In the afternoons there were videos on Japanese culture, more language instruction, kendo demonstrations, and a tea ceremony demonstration.

The camp was judged a huge success by campers, their parents, counselors, and administrators. It was agreed that the campers had definitely received a "Passport to Adventures in Japanese." The 1989 P.A.L. Camp is already being planned. It will expand to include Chinese and Russian as well as Japanese. For more information, please contact Diane Bailey, 1237 Prudence Drive, Union Lake, Michigan 48085.

--Diane Bailey
Seaholm High School
Birmingham, MI

* * JAPAN-U.S. COMMISSION SUPPORTS * * CENTER'S THIRD YEAR

We are please to announce that the Japanese-United States Friendship Commission has awarded a grant to the Center, for its third year of operation. These funds will be used to complete revisions of student workbooks, to host a three-day Leadership Conference, and to continue publication of the Newsletter. We are deeply grateful to the Commission for its continued support of the Center, and for its efforts on behalf of Japanese language instruction in the United States.

--Carol Bond

◆

* * KUDOS TO WISCONSIN * *

We are pleased to note that the Wisconsin Association of Foreign Language Teachers is offering five sessions for Japanese teachers in its fall conference. These include two sessions on methods of teaching Japanese to American students as well as sessions on loan words in Japanese, the cultural component in teaching Japanese, and the Beloit College 10-day Japanese Program. The Conference will be held November 4-5 in Appleton, Wisconsin.

* * EXCHANGE PROGRAMS INVITE YOU TO PARTICIPATE * *

- School Partnerships International -

The National Association of Secondary School Principals is now accepting applications from U.S. high schools interested in an academic exchange with Japanese schools. The School Partnership International program complements the school's current curriculum and involves not only students and their families but the teaching staff and community as well. Usually the partnership consists of a reciprocal four-week exchange between two schools. This exchange may be conducted with minimal disruption to the regular academic year. U.S. schools may exchange with their Japanese partner school during the summer vacation, while Japanese students attend U.S. schools in March/April.

Students are expected to attend classes, make cultural presentations and actively participate in the school's daily activities. In addition, host schools normally arrange extracurricular events which explore local sites of cultural, or historic relevance. Both students and teachers live with host families.

For more information write to the National Association of Secondary School Principals/School Partnerships, International - JAPAN, 1904 Association Drive, Reston, Virginia 22091.

- Council on International Educational Exchange -

The Council on International Educational Exchange is recruiting American schools to be paired with counterpart schools in Japan for annual exchanges. While there is no Japanese language prerequisite in order to participate, schools with Japanese programs undoubtedly derive the most benefit from participation. For more information please contact Margaret Shiba, Council on International Educational Exchange, 205 E. 42nd St., New York, NY 10017, (212)661-1414.

- Bunsai International Student Exchange -

Bunsai International Student Exchange is introducing a new program, "Service Learning for Japanese Language Teachers." This program provides young, highly qualified Japanese language teachers from Japan an opportunity to work as teaching assistants in your classrooms for nine months. For more information contact Mr. Shiro Wagatsuma, Program Director, Bunsai International Student Exchange, 5-20, 1-chome, Takadanobaba, Shinjuku-ku, Tokyo 160 JAPAN.

* * CALL FOR CURRICULUM GUIDES * *

We are often asked if there are curriculum guides in existence which could be used as models for new Japanese programs. If you have curriculum guides which you are willing to share with other teachers and/or planners of new programs, we would appreciate your sending us a copy by Nov. 21, with the understanding that we may be making copies to send to others. If you are among those who are looking for some models, try contacting us after Nov. 21, and we may be able to help you. Japanese Language Teachers Network, University High School, 1212 West Springfield Ave., Urbana, IL 61801, (217)244-4808.

* * CENTER STAFF UPDATE * *

* Natsumi Watanabe, Japanese Language Specialist, was married in August in Wisconsin. We congratulate her and her husband, Yoshiaki Takezawa, who now reside in Tokyo. Natsumi is completing a revision of two writing practice workbooks to be published by the Center. Her presence is greatly missed at the Center, but we are happy that she has agreed to continue working with us from afar.

We are pleased to introduce a new staff member, Takuo Kinoshita, who will serve as Japanese Language Specialist for the Center. Mr. Kinoshita has taught at the Tokyo School of Japanese Language, the University of Illinois, the University of Michigan and Middlebury College. He also served as acting head of the department of Asian Languages at the University of Canterbury, Christchurch, New Zealand. Mr. Kinoshita presently teaches Japanese at University High School and in the Saturday school at Illinois State University.

* * ANNOUNCEMENTS * *

*   Attention teachers who use Alfonso Japanese textbooks and materials. These products are currently undergoing revision by the Curriculum Development Centre in Woden, Australia, and your feedback/criticism is urgently needed. Bruce Hanford of the Curriculum Development Centre is looking for teachers to be a part of a consultative network. This is a great opportunity for you to help in the improvement of these materials. Besides your name, address and phone number, he will need a sentence or two describing why you would like to be involved and how you are qualified to act as a consultant. Please write to Bruce Hanford, Curriculum Development Centre, P.O. Box 34, Cosmopolitan Centre, Woden, A.C.T., Australia 2606.

*   An Oral Proficiency Testing and Rating Workshop for Japanese is being offered at the ACTFL Annual Meeting and Exposition in Monterey CA, November 18-20. The workshop is designed to prepare participants to administer and rate oral proficiency interviews, and leads to an Oral Proficiency Tester Certificate awarded by ACTFL. For more information contact the American Council on the Teaching of Foreign Languages, P.O. Box 408, Hastings-on-Hudson, NY 10706, (914)478-2011.

*   The Afro-Asian Center offers students a unique approach to the study of Asia and Africa by arranging a personal pen friend program between American and Asian or African students of corresponding grade levels. For more information, write to Robert Carroll, Director, Afro-Asian Center, P.O. Box 337, Sangerties, NY 12477.

* * JAPANESE LANGUAGE PROGRAMS IN U.S. HIGH SCHOOLS * *

- The List Keeps Growing -

For two weeks this fall we dug through our files, pored over old lists, and made a record number of long distance phone calls. As a result, we are now pleased to share with you our new list of U.S. high schools offering Japanese.

While the list is already longer than we anticipated, we think there are still some gaps. Please help us complete this project by informing us of schools we've missed or of any corrections that need to be made. We will print the additions and corrections in the next newsletter and make a complete updated list available to those who request it.

We thank all of you who took the time to talk to us on the phone to tell us about programs in your area.

High School Japanese Language Programs

Alabama -
J.O. Johnson HS, 6201 Pueblo Dr., Huntsville, AL 35810

Alaska -
East HS, 4025 E. 24th Ave., Anchorage, AK 99508
Kodiak HS, Kodiak, AK 99615
Mt. Edgecumbe HS, Box 2686, Sitka, AK 99835
Service HS, 5577 Abbott Rd., Anchorage, AK 99507

Arizona -
Central HS, 4525 N. Central Ave., Phoenix, AZ 85012

California -
Alisal HS, 777 Williams Rd., Salinas, CA 93905
Burton HS, 45 Conkling St., San Francisco, CA 94124
Cerritos HS, 12500 E. 183rd St., Cerritos, CA 90701
Galileo HS, 1055 Bay St., San Francisco, CA 94109
Gardena HS, 1301 W. 182nd St., Gardena, CA 90248
George Washington HS, 600 32nd Ave., San Francisco, CA 94121
Gunn HS, 780 Arastradero Rd., Palos Alto, CA 94306
Lincoln HS, 6844 Alexandria Way, Stockton, CA 95207
Lowell HS, 1101 Eucalyptus Dr., San Francisco, CA 94132
Narbonne HS, 24300 S. Western Ave., Harbor City, CA 90710
North HS, 3620 W. 182nd St., Torrence, CA 90504
Palo Alto HS, 25 Churchill Ave., Palo Alto, CA 94306
Polytechnic SHS, 1600 Atlantic Ave., Long Beach, CA 90813
Roosevelt HS, 456 S. Mathews St., Los Angeles, CA 90033
Saratoga HS, 20300 Herriman Ave., Saratoga, CA 95070
Tokay HS, 1111 W. Century Blvd., Lodi, CA 95240

Colorado -
Centaurus HS, 10300 S. Boulder Rd., Lafayette, CO 80026
Fairview HS, 1515 Greenbriar Blvd., Boulder, CO 80303
Littleton HS, 199 E. Littleton Blvd., Littleton, CO 80121
West HS, 951 Elati St., Denver, CO 80204

District of Columbia -
St. Albans School, Mount St. Alban, Washington, D.C. 20016

Florida -
Dr. Phillips HS,6500 Turkey Lake Rd., Orlando, FL 32819
St. Paul's School, 1600 St. Paul's Dr., Clearwater, FL 34650

Georgia -
Briarcliff HS, 2415 N. Druid Hills Rd., Atlanta, GA 30329

Hawaii -
Aiea HS, 98-1276 Ulune St., Aiea, HI 96701
Baldwin HS, 1650 Kaahumanu Ave., Wailuku, HI 96793
Campbell HS, 91-980 N. Rd., Ewa Beach, HI 96706
Castle HS, 45-386 Kaneohe Bay Dr., Kaneohe, HI 96744
Farrington HS, 1504 N. King St., Honolulu, HI 96817
Hawaii Preparatory Academy, POB 428, Kamuela, HI 96743
Hilo HS, 556 Waianuenue Ave., Hilo, HI 96720
James Campbell HS, Waipahu, HI 96797
Kailua HS, 451 Ulumanu Dr., Kailua, HI 96734

Hawaii (continued)

Kaimuki HS, 2705 Kaimuki Ave., Honolulu, HI 96816
Kaiser HS, 511 Lunalilo Home Rd., Honolulu, HI 96825
Kalaheo HS, 730 Iliaina St., Kailua, HI 96734
Kalani HS, 4680 Kalanianaole Hwy., Honolulu, HI 96821
Kapaa HS, 4695 Mailehuna Rd., Kapaa, HI 96746
Kau HS, Box 218, Pahaha, HI 96777
Kauai HS, RR 1, Box 215, Lihue, HI 96766
Konawaena HS, Box 698, Kealakekua, HI 96750
Leilehua HS, 1515 California Ave., Wahiawa, HI 96786
Maui HS, 660 S. Lono Ave., Kahului, HI 96732
McKinley HS, 1039 S. King St., Honolulu, HI 96814
Mililani HS, 95-1200 Meheula Pkwy., Mililani, HI 96789
Moanalua HS, 2825 Ala Ilima St., Honolulu, HI 96818
Pearl City HS, 2100 Hookiekie St., Pearl City, HI 96782
Radford HS, 4361 Salt Lake Blvd., Honolulu,HI 96818
Roosevelt HS, 1120 Nehoa St., Honolulu, HI 96822
Waiakea HS, 155 Kawili St., Hilo, HI 96720
Waialua HS, 67-160 Farrington Hwy, Waialua, HI 96791
Waianae HS, 84-251 Farrington Hwy, Waianae, HI 96792
Waimea HS, Box 396, Waimea, HI 96796
Waipahu HS, 94-1211 Farrington Hwy., Waipahu, HI 86797

Illinois -
Bloomington HS, 1202 E. Locust, Bloomington, IL 61701
Danville HS, 202 E. Fairchild, Danville, IL 61832
Illinois Math & Sci Academy, 1500 W. Sullivan Rd.,
Aurora, IL 60506-1039
Oak Park & River Forest HS, 201 N. Scoville Ave.,
Oak Park, IL 60302
Rock Island HS, 1400 25th Ave., Rock Island, IL 61201
University HS, 500 W. Gregory St., Normal, IL 61761
University HS, 1212 W. Springfield Ave., Urbana, IL 61801

Indiana -
Anderson HS, 1301 Lincoln St., Anderson, IN 46016
Arsenal Technical HS, 1500 E. Michigan St.,
Indianapolis, IN 46201
Blackford HS, 2230 N. SR 3N, Hartford City, IN 47348
Bosse HS, 1300 Washington Ave., Evansville, IN 47714
Brownsburg HS, 1000 S. Odell, Brownsburg, IN 46112
Central HS, 5400 1st Ave., Evansville, IN 47710
Central Noble HS, 302 Cougar Ct., Albian, IN 46701
Connersville HS, R.R. 5, Box 312, Connersville, IN 47331
Crispus Attucks HS, 1140 N.W. St., Indianapolis, IN 46202
Hamilton Southeastern, 13910 E. 126th St., Noblesville,
IN 46060
Harrison HS, 211 Fielding Rd., Evansville, IN 47715
Harrison HS, 5700 N 50 W, West Lafayette, IN 47906
Indian Creek HS, Rt. 2, Box 3E, Trafalgar, IN 46181
Jefferson HS, 1801 S. 18th St., Lafayette, IN 47905
LaPorte HS, 602 F St., LaPorte, IN 46350
McCutcheon HS, 4951 State Rd., 43 S. Lafayette, IN 47905
Mishawaka HS, 1202 Lincolnway East, Mishawaka, IN 46544
Northside HS, 475 E. State., Fort Wayne, IN 46805
Pendleton Heights HS, RR3, Jct. 67&38 Pendleton, IN 46064
Plymouth HS, 810 Randolph St., Plymouth, IN 46563

Indiana (continued)

Richmond HS, Richmond, IN 47374
South Bigo HS, 3737 S. 7th, Terre Haute, IN 47802
West Lafayette HS, Grant & Leslie Ave., West Lafayette, IN 47906

Iowa -
Central Campus, Des Moines Public Schools, 1800 Grand Ave., Des Moines, IA 50307
Valley HS, 1140 35th St., West Des Moines, IA 50265

Kentucky -
Atherton HS, 3000 Dundee Rd., Louisville, KY 40205
Bryan Station SHS, Edgeworth Dr., Lexington, KY 40505

Maryland -
Baltimore City College HS, Baltimore City PS, 200 E. North Ave., Baltimore, MD 21201
Central HS, 200 Cabin Branch Rd., Capitol Heights, MD 20743
Eleanor Roosevelt HS, 7601 Hanover Pkwy, Greenbelt, MD 20770
Patterson HS, Baltimore City PS, 200 E. North Ave., Baltimore, MD 21201
Southern HS, Baltimore City PS, 200 E. North Ave., Baltimore, MD 21201
Walt Whitman HS, 7100 Whittier Blvd., Bethesda, MD 20817

Massachusetts -
Cushing Academy, Ashburnham, MA 01430-1598

Michigan -
Center for Advanced Studies in the Arts, 22180 Parklawn, Oak Park, MI 48237
Farmington HS, 32000 Shiawssee, Farmington, MI 48024
Ford HS, 11911 Clinton River, Utica, MI 48078
Lakeview HS, 300 S. 28th St., Battlecreek, MI 49015
Martin Luther King HS, 3200 E. Lafayette Ave., Detroit, MI 48207
Northwestern HS, G-2138 W. Carpenter, Flint, MI 48505
Seaholm HS, 2436 W. Lincoln, Birmingham, MI 48009
Southfield HS, 24675 Lahser Rd., Southfield, MI 48034

Minnesota -
Apple Valley HS, 14445 Diamond Path, Rosemount, MN 55068
Breck School, 123 Ottawa Avenue North, Golden Valley, MN 55422
Washburn HS, 201 W. 49th St., Minneapolis, MN 55409

Missouri -
Parkway South HS, 801 Hanna Rd., Manchester, MO 63021
Pembroke Hill School, 5121 State Line, Kansas City, MO 64112

Nebraska -
Father Flanagan HS, 2606 Hamilton St., Omaha, NE 68131

Nevada -
Bonanza HS, 6555 W. Del Rey, Las Vegas, NV 89102

New Hampshire -
St. Paul's School, Concord, NH 03301

New Mexico -
Albuquerque Public Schools, 3315 Louisiana, NE,
Albuquerque, NM 87110

New York -
Bronx HS, of Science, 75 W. 205th St., Bronx, NY 10468
The Chapin School, 100 East End Ave., New York, NY 10028
Colonie Central HS, 100 Hackett Dr., Albany, NY 12205
Curtis HS, Hamilton Ave., & St. Marks Place,
Staten Island, NY 10301
Dawnwood School, Centereach HS, 43rd St.,
Centereach, NY 11720
Francis Lewis HS, 58-20 Utopia Parkway, Flushing, NY 11365
Franklin K. Lane HS, 999 Jamaica Ave., Brooklyn, NY 11208
Hillcrest HS, 160-05 Highland Ave., Jamaica, NY 11432
John Bowne HS, 63-25 Main St., Flushing, NY 11362
John Dewey HS, 50 Avenue X., Brooklyn, NY 11215
John Jay HS, 237 7th Ave., Brooklyn, NY 11215
Kenmore East SHS, 350 Fries Rd., Tonawanda, NY 14150
Kenmore West SHS, 33 Highland Parkway, Kenmore, NY 14223
Midwood HS, Bedford Ave. & Glenwood Rd., Brooklyn, NY 11210
Newfield SHS, Marshall Drive, Selden, NY 11784
North Tonawanda SHS, 405 Meadow Dr., North Tonawanda,
NY 14120
Port Richmond HS, Innis St. & St. Joseph Ave.,
Staten Island, NY 10302
Prospect Heights HS, 883 Classon Ave., Brooklyn, NY 11225
Stuyvesant HS, 345 East 15th St., New York, NY 10003
Townsend Harris HS, 65-30 Kissena Blvd., Flushing, NY 11367
Williamsville North SHS, 1595 Hopkins Rd.,
Williamsville, NY 14221

North Carolina -
Enloe HS, 128 Clarendon Cresc. Raleigh, NC 27610

Ohio -
E.L. Bowsher HS, 3548 S. Detroit Ave., Toledo, OH 43614
Fort Hayes Metropolitan Education Center, 546 Jack
Gibbs Blvd., Columbus, OH 43215
Libbey HS, 1250 Western Ave., Toledo, OH 43609

Oklahoma -
Booker T. Washington HS, 1631 E. Woodrow Place,
Tulsa, OK 74106

Oregon -
Banks HS, P.O. Box 458, Banks, OR 97106
Colton HS, 30205 S. Wall St., Colton, OR 97017
Crescent Valley HS, 4444 NW Highland Dr.,
Corvallis, OR 97330-9735
Estacada HS, 350 NE 6th Ave., Estacada, OR 97023
Forest Grove HS, 1401 Nichols Ln., Forest Grove, OR 97116
Grant HS, 2245 NE 36th Ave., Portland, OR 97212
Gresham HS, 1200 N. Main Ave., Gresham, OR 97030-3899
Hillsboro HS, 3285 SW Rood Bridge Rd., Hillsboro, OR 97123
Lake Oswego HS, 2501 SW Country Club Rd.,
Lake Oswego, OR 97034
Lakeridge HS, 1235 SW Overlook Dr.,
Lake Oswego, OR 97034-0339
Lincoln HS, 1600 SW Salmon St., Portland, OR 97205

Oregon (continued)

McKay HS, 2440 Lancaster Dr. NE, Salem, OR 97305-1292
McMinnville HS, 615 E. 15th St., McMinnville, OR 97128-3399
McNary HS, 505 Sandy Drive N, Salem, OR 97303-5398
Molalla HS, 357 Frances St., Molalla, OR 97038
North Eugene HS, 200 Silver Ln., Eugene, OR 97404-2299
North Salem HS, 765 14th St., NE, Salem, OR 97301-2699
Sam Barlow HS, 5105 SE 302nd Ave., Gresham, OR 97030-8927
Sandy HS, 17100 Bluff Rd., Sandy, OR 97055
Sheldon HS, 2455 Willakenzie Rd., Eugene, OR 97401-4898
South Eugene HS, 400 E. 19th Ave., Eugene, OR 97401-4190
South Medford HS, 815 S. Oakdale Ave., Medford, OR 97501
Stayton HS, 757 W. Locust St., Stayton, OR 97383-1133
Sunset HS, P.O. Box 200, Beaverton, OR 97075
West Linn HS, 5464 W. A St., West Linn, OR 97068
Wilson HS, 1151 SW Vermont, Portland, OR 97219

Pennsylvania -
Schenley International Studies HS, 4410 Bigelow Blvd., Pittsburgh, PA 15213

Texas -
Skyline HS, 7777 Forney Rd., Dallas, TX 75227
Houston ISD, 3820 Richmond Ave., Houston, TX 77027
R.L. Paschal HS, 3001 Forest Park Blvd., Fort Worth, TX 76110

Utah -
American Fork HS, 510 N. 6th East, American Fork, UT 84003
Murray HS, 5440 S. State St., Murray, UT 84107
Waterford School, 931 E. 300 North, Provo, UT 84601

Virginia -
Lloyd C. Bird HS, 10301 Courthouse Road Extended, Chesterfield, VA 23832
Monacan HS, 11501 Smoketree Dr., Richmond, VA 23235
Thomas Jefferson HS, 6560 Braddock Rd., Alexandria, VA 22312
Wakefield HS, 4901 S. Chesterfield Rd., Arlington, VA 22206
Washington-Lee HS, 1300 N. Quincy St., Arlington, VA 22201
Yorktown HS, 5201 N. 28th St., Arlington, VA 22207

Washington -
Bainbridge HS, 9330 NE High School Rd., Bainbridge Island, WA 98110-2699
Bellevue HS, 601-108th Ave., Bellevue, WA 98004
Bellingham HS, 2020 Cornwall Ave., Bellingham, WA 98225
Blanchet HS, 8200 Wallingford Ave., N., Seattle, WA 98103
Bothell SHS, 18125 92nd, NE, Bothell, WA 98011
Capital HS, 2707 Conger, Olympia, WA 98502
Cascade HS, 801 Casino Rd., Everett, WA 98203
Charles Wright Academy, 7723 Chambers Creek Rd., Tacoma, WA 98467
Cleveland HS, 5511-15th Ave. S., Seattle, WA 98108
Coulee-Hartline HS, P.O. Box 428, Coulee City, WA 99115
Davis HS, 212 S. 6th Ave., Yakima, WA 98902
Decatur HS, 2800 SW 320th St., Federal Way, WA 98023
East Valley HS, E. 15711 Wellesley, Spokane, WA 99216
Eastmont HS, 955 3rd St., NE, East Wenatchee, WA 98801
Everett HS, 2416 Colby Ave., Everett, WA 98201

Washington (continued)

Federal Way SHS, 30611 16th Ave., S., Federal Way, WA 98003
Ferris HS, 3020 E. 37th Ave., Spokane, WA 99223
Franklin HS, 3013 S. Mt. Baker Blvd., Seattle, WA 98144
Garfield HS, 400 23rd Ave., Seattle, WA 98122
Hazen SHS, 1101 Hoquiam Ave., NE, Renton, WA 98056
Hudson's Bay HS, 1206 E. Reserve St., Vancouver, WA 98661
Inglemoor SHS, 15400 Simonds Rd., NE, Bothell, WA 98011
Ingraham HS, 1819 N. 135th St., Seattle, WA 98133
Interlake HS, 16245 NE 24th, Bellevue, WA 98008
Jenkins HS, P.O. Box 47, Chewelah, WA 99109
Kent-Meridian HS, 9800 SE 256th St., Kent, WA 98031
Kentridge HS, 12430 SE 208th, Kent, WA 98031
Kentwood HS, 25800 164th SE, Kent, WA 98032
Lake Washington HS, 12033 NE 80th, Kirkland, WA 98033
Lakeside Upper School, 14050 First Ave. NE,
Seattle, WA 98125
Lewis & Clark HS, W. 521 4th Ave., Spokane, WA 99204
Lincoln HS, 701 S. 37th St., Tacoma, WA 98408
Lindbergh HS, 16426-128th Ave. SE, Renton, WA 98055
Mark Morris HS, 28th & Lilac St., Longview, WA 98632
Marysville-Pilchuck HS, 5611 108th St., NE,
Marysville, WA 98270
Miller HS, 1302 North St., SE, Olympia, WA 98501
Mt. Baker HS, P.O. Box 95, Deming, WA 98244
North Central HS, 1600 N. Howard St., Spokane, WA 99205
North Thurston HS, 600 Sleater-Kinney Rd., NE,
Lacey, WA 98506
Port Townsend HS, Port Townsend, WA 96368
Prairie HS, 11500 NE 177th Ave., Brush Prairie, WA 98606
Renton HS, 400 S. Second St., Renton, WA 98055
Riverside HS, RR1, Box 277, Chattaroy, WA 99003
Seattle Preparatory School, 2400 11th Ave., E,
Seattle, WA 98102
Shorecrest HS, 15343-25th Ave. NE, Seattle, WA 98155
Shorewood HS, 17300 Fremont N., Seattle, WA 98133
Timberline HS, 20 Mullen Rd., SE, Olympia, WA 98503
Toledo HS, Toledo, WA 98591
West Seattle HS, 4075 SW Stevens, Seattle, WA 98116
Woodinville HS, 19819 136th Ave., NE, Woodinville, WA 98072

Wisconsin -

Franklin HS, 8222 S. 51st St., Franklin, WI 53132
Riverside University HS, 1615 E. Locust St.,
Milwaukee, WI 53211
West High School, Madison, WI 53705

-- Compiled by Barbara Shenk for the Center for Improvement of Teaching of Japanese Language and Culture in High School, University High School, 1212 West Springfield Ave., Urbana, IL 61801.

10/88

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日本語教師ネットワーク

NEWSLETTER OF THE JAPANESE LANGUAGE TEACHERS NETWORK

Vol. 3 No. 4 December 1988

* * LEADERSHIP CONFERENCE * *

In our last issue we published a list of American high schools that offer Japanese language instruction, and the list continues to grow. There are now several areas of the country where Japanese programs are well established, and where teachers are able to meet together and help each other with materials, resources and teaching strategies. Elsewhere, this kind of mutual support is just beginning to build.

In an effort to encourage professional relationships among Japanese teachers, the Center hosted a four-day Leadership Conference in early December for a group of 13 teachers from around the country. The Conference was made possible by a grant from the Japan-United States Friendship Commission. Conference topics included developing cooperative efforts at the state and local level, organizing a workshop, building school and community support, building cooperative links among teachers, and writing a small-scale proposal for funding. The following teachers attended the Conference and are eager to develop closer ties among Japanese teachers in their region.

Leslie Birkland
Lake Washington High School
Kirkland, WA

Lynn Bryce
The Chapin School
New York, NY

Cliff Darnall
Bloomington High School
Bloomington, IL

Norman Masuda
Palo Alto High School
Palo Alto, CA

Ann McCarthy
Washburn High School
Minneapolis, MN

Takako Michii
Williamsville North High School
Williamsville, NY

Nobu Ikeno Farrill
Booker T. Washington
Senior High School
Tulsa, OK

Eliot Frankeberger
Eleanor Roosevelt High School
Upper Marlboro, MD

Diane Gulbronson
Riverside High School
Milwaukee, WI

Akiko Kakutani
Earlham College
Richmond, IN

Masatoshi Shimano
St. Paul's School
Concord, NH

Hitomi Tamura
West Linn High School
West Linn, OR

Mitsuyo Matsumoto Woodward
Mid-Pacific Institute
Honolulu, HI

--Carol Bond

* * GEKKAN NIHONGO FEATURES U.S. SCHOOLS * *

The December, 1988, issue of the Japanese monthly magazine, Gekkan Nihongo, features Japanese language education in the U.S. A special section is devoted to secondary education and includes articles by JLTN members Masatoshi Shimano and Yukio Itoh, as well as a translation of a paper by Center Director, Carol Bond. Gekkan Nihongo is published by ALC Press for teachers of Japanese as a second language. ALC also publishes the monthly Nihongo Journal for advanced Japanese language students. For more information on these publications write to ALC Press, 2-54-12 Eifuku, Suginami-ku, Tokyo, Japan 168, or ALC Press, 211 West 56th Street, Suite 34A, New York, NY 10019, (212)956-3120.

* * TEACHING AIDS AT YOUR LOCAL TOY STORE * *

Norman Masuda, of Mountain View, California, has a suggestion for Japanese language teachers this holiday season. Toy stores are carrying plastic models of fast foods such as hamburgers, fried chicken, ice cream cones, pizza and french fries. Inexpensive plastic fruits can also be purchased in a variety of stores to balance the "menu." These models make terrific props for role-playing activities and TPR exercises, as well as for written and oral practice in the classroom. For example:

- Hold up an item and ask students to identify it.
- Ask students to write the names of the foods in katakana.
- Ask students to say which food they prefer (and perhaps why).
- Ask them which one they dislike and why.

- Ask students to list their three favorite food items from among those displayed.

- Tell a student to give a certain item to another student, who must respond appropriately.

- Describe an item and ask students to guess its identity; or, students can do the describing.

- Describe similarities and differences between two items.

- For pairs of students: First student asks how much an item costs; second student answers.

- Distribute an item to each student and then ask "Who has a/the ....?"; student answers.

- Distribute the items around the classroom and ask "Where is the ...?" (on the desk, under the chair, behind the door, etc.).

- Using a map and fruit models, discuss which fruits are grown in which regions of Japan.

Your students will also be able to practice ordering a ピザ or ハンバーガー and see the results. So there you have it--all this and more, available at your nearest toy store.

* * EXCHANGE ORGANIZATION SEEKS LANGUAGE * * AND CULTURE TEACHERS FOR SUMMER PROGRAMS

Youth For Understanding (YFU) International Exchange offers opportunities for qualified teachers of Japanese language and culture to assist in pre-departure orientation and language programs for high school students going to Japan in June 1989.

YFU is a private, nonprofit educational organization which carries out one of the world's oldest and largest international youth exchange programs. Founded in 1951, YFU is based in more than two dozen countries with 13 regional offices in the United States, an International Center in Washington, D.C., and a worldwide network composed of 250 employees, several thousand volunteers and more than 125,000 alumni. Each year nearly 7,000 high school students participate in YFU host family programs worldwide. YFU administers scholarship programs for the governments of Japan, Germany, Finland and the United States, and for nearly 75 corporations.

From June 21-26, 1989, YFU will conduct pre-departure orientation and language programs in Washington, D.C., for 100 recipients of the Japan-U.S. Senate Scholarship and five recipients of the All Nippon Air (ANA) corporate scholarship. From June 20-29, YFU will conduct similar programs for 320 students in Seattle.

YFU is seeking 22 Japanese language teachers and one language teacher coordinator to assist with these programs. Qualified applicants must have experience in foreign language teaching, have extensive living experience in Japan, speak Japanese fluently, and have excellent interpersonal skills. Applicants living in or around the Washington, D.C. or Seattle areas will be given preference. The qualified teacher coordinator should also have experience in teacher training and supervision (but need not live in location vicinity). A modest stipend and training will be provided by YFU.

YFU is also seeking 17 culture teachers. Qualified applicants need not live in the Washington, D.C. or Seattle areas but must have experience in teaching, have recent living experience in Japan, be familiar with Japan-specific materials, and have excellent interpersonal skills. A modest stipend, training, travel, meals and lodging will be provided by YFU.

For more information or to receive a job description, call Carmela Vetri, Special Program Coordinator, Orientation and Language Services, YFU, at 1-800-424-3691.

焼肉どんぶり

YAKINIKU DOMBURI

This is a spicy meat dish which comes from Korea and is very popular in Japan. Serve over plain boiled rice with miso soup and Japanese pickles for a satisfying winter meal.

1 lb. beef, sliced very thin
black pepper to taste
1/2 cup soy sauce
1/2 cup water
2 T mirin
2 T sugar
pinch, cayenne pepper (togarashi)
1 tsp. sesame oil
2 cloves garlic, crushed
6 green onions, cut into 1" lengths
4 cups freshly cooked Japanese rice

Cut sliced beef into large bite-sized pieces, sprinkle with black pepper, and set aside. Bring to boil a mixture of soy sauce, water, mirin, sugar and cayenne pepper. Add sesame oil, garlic, and meat, and simmer for about two minutes. Remove from heat and stir in onions. Drain, reserving liquid. Fill large individual rice bowls (domburi) halfway with plain boiled rice. Top with meat and onions and desired amount of liquid. Serve hot.

* * ANNOUNCEMENTS * *

* "Thirty Days' Challenge in Japan" is an essay contest sponsored by the Nippon Seiyu-kai 30th Anniversary Project. Eligible contestants are non-Japanese, 20 years of age and over. Contestants must have spent some time in Japan and currently be living outside of Japan. To enter, contestants must write a 2000 word (or character) essay in English or Japanese on "What you would want to do if you were given 30 free days in Japan." Ten to fifteen winning contestants will be awarded a free round-trip ticket to Japan, a domestic air ticket for travel within Japan, and accommodations, so that they can put their plans into action. Applications must reach the Tokyo office by January 31, 1989. For more information and application forms, please contact: The Secretariat of 30th Anniversary, Memorial Convention of the Nippon Seiyu-kai, c/o Nippon Seinenkan Bldg., 15 Kasumigaoka, Shinjuku-ku, Tokyo 160, Japan, (03)746-1155.

* Facets Multimedia Inc., 1517 W. Fullerton Ave., Chicago, IL 60614, offers an excellent selection of foreign feature films on video, including many Japanese titles. Videos may be purchased or rented by mail. For more information, call 1-800-331-6197. Facets Multimedia is a not-for-profit performing arts organization.

* "A Trip to Kyoto" is a language and culture unit designed by Ann McCarthy, to supplement Japanese Now, Vol. II. Through planning and simulating a trip from Tokyo to Kyoto, students learn to ask and give directions, read a map, describe experiences, shop for gifts, and read timetables for trains or buses. They also learn about proper etiquette when staying at a Japanese inn, and some basic geographical and historical facts about Japan. For a copy of this 18-page unit, send $2.25 to Ann McCarthy, Washburn High School, 201 West 49th St., Minneapolis, MN 55409.

* Japanese language speech contests are sponsored annually by many Japanese Consulates across the U.S. Contests usually include divisions for young beginning students, as well as intermediate and advanced levels. Your students may find writing and delivering a speech in Japanese to be an exciting challenge. Prizes are usually awarded to winning contestants. Contact your consulate for information on speech contests in your area.

* * * *

PLEASE SEND ARTICLES, IDEAS TO SHARE, AND ANNOUNCEMENTS FOR THE NEXT ISSUE OF THE JLTN NEWSLETTER BY FEBRUARY 1, 1989, TO: BARBARA SHENK, JLTN NEWSLETTER, UNIVERSITY HIGH SCHOOL, 1212 WEST SPRINGFIELD AVE., URBANA, IL 61801.

HIGH SCHOOL JAPANESE LANGUAGE PROGRAMS

The following are additions and corrections to the list published in Vol. 3, No. 3 of the JLTN Newsletter.

Alaska-
Homer HS, 600 E. Fairview Ave., Homer, AK 99603-7661
Kenal Peninsula Burrough School, 148 North Binkley St.,
Soldotna, AK 99669
Skagaway HS, P.O. Box 497, Skagaway, AK 99840

California-
Merced HS, 205 W. Olive St., Merced, CA 95348
Turlock HS, 1400 E. Canal Dr., Turlock, CA 95380

Georgia-
Kittredge Magnet School, 2383 N. Druid Hills Rd.,
Atlanta, GA 30329 (replaces Briarcliff HS)
Indiana-
Connersville HS, 1100 Spartan Dr., Connersville, IN
47331 (address correction)

Montana-
Bigfork HS, Box 188, Bigfork, MT 59911

New Mexico-
Albuquerque Public Schools, 807 Mountain Rd, NE,
Albuquerque, NM 87102
New York-
Commack HS, Townline Rd & Scholar Lane, Commack,
NY 11725

Oregon-
Imbler HS, P.O. Box 164, Imbler, OR 97841
Warrenton-Hammond HS, 820 SW Cedar St.,
Warrenton, OR 97146

Texas-
Albert S. Johnston HS, 1112 Arthur Stiles Rd., Austin,
TX 78721
Virginia -
Woodson HS, 9525 Main St., Fairfax, VA 22031

Washington-
Colton HS, Box 115, Colton, WA 99113
Columbia HS, Box 7, Hunters, WA 99137
Crescent HS, P.O. Box 2, Joyce, WA 98343
Elma HS, 30 Elma-Monte Rd., Elma, WA 98541
Mary M. Knight HS, Rt 1, Box 134, Elma, WA 98541
Moses Lake HS, 803 E. Sharon, Moses Lake, WA 98837
Neah Bay HS, P.O. Box 96, Neah Bay, WA 98357
Oakesdale HS, Box 228, Oakesdale, WA 99158
Onalaska HS, 540 Carlisle, Onalaska, WA 98570
Royal HS, Box 486, Royal City, WA 99357
Wahluke HS, Box 907, Mattawa, WA 99344
Wellpinit HS, Box 390, Wellpinit, WA 99040
Wilbur HS, Box 1090, Wilbur, WA 99185

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NEWSLETTER OF THE JAPANESE LANGUAGE TEACHERS NETWORK

Vol. 4 No. 1 February 1989

FROM THE DIRECTOR:
* * THE STATE-OF-THE-CENTER REPORT * *

The Center is now midway through its third year of operation and this seems an appropriate time to share with Newsletter readers some of our accomplishments and our ongoing projects. There are now nearly 300 secondary schools nationwide offering Japanese as a foreign language. This number has increased at an astonishingly rapid rate over the past five years. The Network's mailing list has grown from eleven names in 1985 to 550 individuals and organizations currently. Approximately half of these are teachers. The primary function of the Network is to provide relevant information through the Network Newsletter and to facilitate communication among individuals and institutions interested in Japanese language education.

In addition to publishing the Network Newsletter and providing assistance to schools and teachers, the Center's work thus far has been primarily in the areas of materials development and professional enhancement workshops for teachers. The Center sponsored summer workshops in 1987 and in 1988, and also a series of "Traveling Workshops" which were held at six sites around the country in the Spring of 1988.

A variety of materials are currently under development:

(a) A video tape for teachers will demonstrate classroom methods and techniques for introducing hiragana to a beginning Japanese language class.

(b) A video tape for students will provide an appealing introduction to hiragana through the creative use of mnemonics, color, sound and graphics.

(c) A culture workbook for beginning students will feature reproductions of authentic items taken from daily life in Japan such as train tickets, restaurant menus, stamps, and shop signs. As students use this proficiency-based workbook, they will gain familiarity with everyday aspects of Japanese culture, and benefit from practice in reading easily identifiable words and phrases in authentic contexts.

(d) An intermediate reader will describe the experiences of an American exchange student in Japan as she confronts Japanese culture on a daily basis. The book will include illustrations, comprehension exercises, suggested prereading and postreading activities, culture notes and a glossary.

(e) Listening comprehension tapes with accompanying transcripts will contain original dialogues and comprehension exercises designed to supplement Volumes 1 and 2 of Japanese Now (University of Hawaii Press).

(f) A writing exercise workbook, also designed to accompany Japanese Now, will provide students with writing practice in a variety of authentic language functions and contexts, and will also provide some opportunities for students to use the language creatively.

The Center will provide further information on the above projects through the Newsletter as they are completed and become available for use in the schools.

A Needs Assessment Survey has just been mailed to all high school Japanese teachers on the Center's mailing list. The results of the survey will help us formulate the Center's goals for the next few years.

-- Carol Bond

* * UNITED STATES-JAPAN FOUNDATION AWARDS GRANT * *

We are pleased to announce that the United States-Japan Foundation has awarded a grant of $9,948 to the Center to support the development of a Culture Reader and a Culture Workbook for high school students of Japanese. We are very grateful to the Foundation for its support.

* * BUILDING SCHOOL AND COMMUNITY SUPPORT * *

Many Japanese language teachers are finding that they can generate increased support for their programs within their school and community if they are willing to invest some time and energy. Their efforts have lead to the enthusiastic involvement of principals, superintendents, parents, local Japanese residents and community business leaders. In the end, teaching itself can become more enjoyable, as the teacher becomes part of a larger school and community team.

At the Japanese Language Teachers Leadership Conference held at the University of Illinois in December, Eliot Frankeberger, who teaches in Prince George's County, Maryland, shared ideas gleaned from his own experiences in building school and community support for his Japanese language program. The following suggestions for teachers are based on his ideas:

- Keep the channels of communication open with your superintendent, assistant-superintendent, foreign language supervisor and school principal. Inform them of conferences you attend and school-related activities, by visiting them personally or writing brief notes or reports.

- Meet with the guidance staff at your school--or whoever handles course registration--and provide them with an outline of what is covered in the Japanese class, so they will be able to help students make informed choices about courses. Also provide a short description of the Japanese language and a xeroxed kana chart.

- Arrange to visit feeder schools--those schools within your district from which your future students are likely to come--to make a presentation about your Japanese program. It is a good idea to visit social studies or English classes rather than foreign language classes, in order to reach a broader spectrum of students and also to avoid the appearance of "raiding" other foreign languages. Take two or three of your own students along when you make your presentation. They will enjoy the experience and may prove to be your best advocates.

- Create displays of student work such as calligraphy, or class "newspapers" in Japanese. Include photos of class activities. Exhibit them whenever appropriate, in the school and in the community.

- Write a paragraph on your field trips and other special activities for the PTA and the Board of Education newsletters.

- Volunteer to give presentations at PTA meetings on your travels in Japan or on the Japanese language.

- Distribute a monthly or quarterly one-page newsletter to inform the parents of your students about what is happening in your

Japanese language classes. The newsletter can also be used to announce special events and activities, and to solicit volunteer help when needed.

- Invite the local media to visit your classes. Inform them of special activities and events. Let them know about the arrival of an exchange teacher or student from Japan. Send them a nengajo signed in Japanese by all your students and accompanied by a note of explanation.

- Organize an International Dinner. This is a great opportunity for raising funds, boosting morale and working together with your fellow language teachers. It is also good public relations for your foreign language program. Serve foods from various cultures, buffet-style. You might invite the PTA to provide beverages so that they can raise some funds as well. Advertise the event through the media. Invite local business people, Board members, teachers, parents, and administrators. Work with your students to prepare short skits in the languages they are studying for after-dinner entertainment. An added benefit is the hard work and fun that goes into the preparation of the skits.

- Identify human resources within the school and community. Is there somebody from Japan or someone who has travelled and lived in Japan? Perhaps they could make presentations on some aspect of Japanese culture, or they could help with a Japanese cooking session. Write a report of these presentations for the superintendent and principal.

- Visit Japanese businesses that may be located in your community and tell them about your language program. Invite personnel to visit your classes or to give presentations to your Japanese Club. Send greetings in Japanese at New Year's.

The more your school administrators, members of the community, and the parents of your students know about your Japanese program, the more willing they will be to support you in your efforts to provide high quality Japanese language instruction.

* * KARUTA IN THE CLASSROOM * *

Most anyone who has lived in Japan as a child has warm memories of playing karuta with friends and family, especially at New Year's. Competitive juices flow even while players bask in the sounds of the haiku or proverbs being read aloud. The picture cards range from beautiful to whimsical and add to the enjoyment of the game.

Karuta can be played in the Japanese language classroom for cultural enrichment, hiragana reinforcement and a lot of fun. It is especially nice to play with authentic sets of karuta cards, but teachers can also make their own, with or without illustrations and poetry or proverbs.

Ann McCarthy (Japanese teacher at Washburn High School in Minneapolis, Dean of Japanese Language Village of Condordia College, and winner of the "Parker Brothers' Award" at the Center's 1987 Summer Workshop) has several ideas on how to vary the basic karuta game, to reinforce various language skills. Ann suggests making the following variations of karuta cards: 1) cards depicting katakana or selected kanji rather than hiragana, and 2) picture cards with no writing at all. For the picture cards use 3 x 5 index cards and a) draw your own pictures, b) attach pictures cut out from catalogs or magazines or c) trace or photocopy pictures from a book such as Basic Vocabulary Builder (See Announcements below). Picture cards may be used with corresponding reading cards that give words or sentences describing them. Laminating the cards in plastic will preserve them so they can be used many times over. With these sets of cards you will be able to create many game variations on a karuta theme. Here are a few of Ann's ideas to get you started:

1. Play karuta with the original rules, but after a student has grabbed the correct card, he or she must use the kana in a word before being allowed to keep the card.

2. Play the game with katakana or kanji cards. Reading cards are unnecessary if the leader simply calls out the sounds of the characters he or she sees on the players' cards.

3. The leader says a word and the players search for all the kana in that word. For example, if the leader says あひる, players can take あ, ひ and る.

4. The leader draws a kana or kanji in the air. Players watch and then search for it among the cards.

5. Spread picture cards on the table or floor. Distribute to each student four or five word cards which correspond to the pictures. Each student in turn reads one of his or her cards and the others search for the corresponding picture card.

6. Again, using picture cards, the leader (or players in turn) reads or composes on the spot a complete sentence which corresponds to one of the pictures. For example, for a picture of a pizza the leader might say きのう ピザを食べました。

Wendy Whited, an Illinois teacher currently living in Chiba-ken, is an enthusiastic karuta player. She prepares several identical sets of the players' cards for large classes so that the class can be divided into manageable groups of three or four students per set of cards. Only one leader is required for the entire classroom. When the game gets going too fast or when the players are down to their last several cards, they put their hands on their heads as the starting position.

Karuta is not only fun and easy to play, but because of the many variations possible, it can provide a wide variety of beneficial learning experiences for the students.

* * 1989 SUMMER PROGRAMS IN JAPANESE * *

More and more universities and colleges are offering intensive Japanese language instruction at the intermediate and advanced levels during the summer. These programs provide a perfect opportunity for teachers to complete the equivalent of one academic year of language study in 9 to 11 weeks and to greatly improve their proficiency in Japanese.

In addition to intensive language study there are opportunities to attend workshops designed specifically to help the Japanese language teacher.

The following programs for 1989 have come to our attention (Please let us know if you are aware of others):

- Intensive Japanese Language Programs -

Beloit College

The Center for Language Studies will be conducting intensive courses in beginning and intermediate Japanese. The courses are open to adults and to motivated high school students over the age of 16. June 12 through August 15. Three units (twelve semester) credits. Total cost (tuition, single room, 14 meals per week): $3,200. Reduced rates are available for commuters. Contact John A. Rapp, 1989 Center for Language Studies, Beloit College, World Affairs Center, 700 College Street, Beloit, WI 53511, 1-800-356-0751.

University of California, Berkeley

The Department of Oriental Languages will offer intensive instruction in Japanese at the elementary and intermediate levels. June 12 through August 18. Ten units. Tuition: $803. Contact Summer Sessions, 22 Wheeler Hall, University of California, Berkeley, CA 94720, (415) 642-5611.

Harvard University

The Harvard University Summer School is offering intensive instruction in Elementary and Intermediate Japanese as well as a mid-level course for those who have studied Japanese but are not yet ready for the Intermediate course. June 26 through August 18. Eight units credit. Application should be made as soon as possible. Contact Harvard University Summer School, 20 Garden Street, Cambridge, MA 02138, (617) 495-2921.

Indiana University

The 1989 East Asian Summer Language Institute will offer intensive immersion instruction in the first three years of Japanese. Instruction at more advanced levels can be arranged if demand warrants. Nine weeks, June 9 through August 11. Ten credit hours. Total cost: $2,500. Limited number of fellowships available. Application deadline, March 15. Contact EASLI, Memorial Hall West 210, Indiana University, Bloomington, IN 47405, (812) 855-5246.

International Christian University, Tokyo, Japan

The Summer Program in Japanese Language will offer eight courses in Japanese Language: Basic Japanese I, II, III; Intermediate Japanese I, II, III; Advanced Japanese, and Special Kanji. Cultural enrichment activities enhance language study. July 4 through August 18. Tuition: 200,000 yen. Application deadline: April 1. Contact The Japan International Christian University Foundation, 475 Riverside Drive, Room 1848, New York, NY 10115, (212) 870-2893. Participants will be able to purchase U.S.-Japan round-trip tickets on reduced-fare flights provided under the auspices of the Council on International Educational Exchange. Regarding CIEE flights, contact the Council Travel Center of the CIEE, 205 East 42nd Street, New York, NY 10017.

University of Michigan

The Department of Asian Languages and Cultures is offering First-, Second- and Third-Year Japanese. June 12 through August 18. Ten credit hours. Application deadline: March 15. Contact Department of Asian Languages and Cultures, 3070 Frieze Building, Ann Arbor, MI 48109-1285, (313) 764-8286.

Middlebury College

The Japanese School will be offering intensive immersion instruction in Japanese at five levels: Elementary, Basic Intermediate, Intermediate, Advanced and Advanced Speaking and Reading. June 9 through August 11. Four units (twelve semester hours) credit. Total fees (tuition, room and board): $4,070. Application can be made for financial aid. Application deadline: March 15. Contact the Japanese School, Middlebury College, Middlebury, VT 05753, (802) 388-3711 - Ext. 5520.

University of Minnesota

The East Asian Studies program will offer first- and second-year intensive Japanese. June 13 through August 23. Contact Jason Kuo, East Asian Studies, 113 Folwell Hall, 9 Pleasant Street S.E., Minneapolis, MN 55455, (612) 624-0007.

University of Oregon

The Department of East Asian Languages and Literatures will offer first- and second-year Japanese. June 20 through September 1. Tuition, $883 for undergraduates, $1501 for graduate students. Eighteen units quarter credit. University housing and meal plans available. Contact Risa Haberman, Department of East Asian Languages and Literatures, University of Oregon, Eugene, OR 97403-1233, (503) 686-4005.

Stanford University

The Department of Asian Languages will offer intensive courses in first-, second- and third-year Japanese. June 26 through August 25. Twelve units credit. Tuition: $3,499. Application can be made for financial assistance. Application deadline for financial aid. April 15. On-campus housing and meal plans available. Contact Department of Asian Languages, Building 250, Stanford University, Stanford, CA 94305-2034, (415) 725-2742.

University of Washington

The Department of Asian Languages and Literature is offering first- and second-year intensive Japanese. June 19 through August 18. Fifteen credits. Contact Asian Languages and Literature, 225 Gowen Hall, DO-21, University of Washington, Seattle, WA 98195, (206) 543-4996.

University of Wisconsin

The Department of East Asian Languages and Literature will be offering a ten-week intensive course in second-year Japanese only. Begins June 12. Contact Naomi Hanaoka McGloin, University of Wisconsin, Department of East Asian Languages and Literature, Van Hise Hall, 1220 Linden Drive, Madison, WI 53706.

Yale University

The Summer Language Institute is offering Elementary and Intermediate Japanese. June 19 through August 11. Six hours credit. Tuition: $1,550. Application deadline if accompanied by Scholarship Request: April 14. Application deadline: June 2. Contact Yale Summer Programs, Box 2145 Yale Station, New Haven, Connecticut 06520
(203) 432-2430.

- Workshops for Teachers -

Middlebury College

The Japanese School of Middlebury College will hold a Summer Workshop for Teachers of Japanese. Proficiency-oriented instructional methods will be presented, emphasizing teaching techniques and the preparation of teaching materials. Applicants should be native or near-native speakers of Japanese who wish to acquire or improve teaching skills. Directed by Professor Seiichi Makino. July 23 through August 4. Total cost (tuition, room and board): $975. One graduate unit credit (three semester hours). Application deadline: May 15. Contact Nobuo Ogawa, Dean of the Japanese School, Middlebury College, Middlebury, VT 05753, (802) 388-3711 - Ext. 5520.

University of Wisconsin

Introductory Japanese for Pre-College Teaching will be offered as a five-week intensive course for school teachers with no background in Japanese but a strong interest in introducing a bit of Japanese into their curricula. It will cover as much material as one year of high school Japanese, using Japanese Now, Vol. 1. June 12 through July 14. Contact Akira Miura, Department of East Asian Languages and Literature, Van Hise Hall, 1220 Lunden Drive, Madison, WI 53706, (608) 262-2004 or 262-2291.

* * SUMMER EMPLOYMENT OPPORTUNITY * *

Mori-no-Ike, the Japanese Language Village of Concordia College, is taking applications for the following positions: Counselors, Credit Teachers, Waterfront Director, Business Manager, and more. Positions are available for applicants of all levels of proficiency in the Japanese language. Call today to apply. 1-800-222-4750 or 1-800-247-1044 (inside Minnesota).

* * SPECIAL NOTICE * *

The Japanese Language Teachers Network will publish in early April a special supplement to the Newsletter, announcing job opportunities and also listing individuals seeking teaching positions. If your school or organization is looking for a Japanese language teacher or if you are currently seeking employment, please send your name, address, telephone number and a brief description of your qualifications or of the available teaching position by March 21, to Barbara Shenk, Center for Improvement of Teaching of Japanese Language and Culture in High School, University High School, 1212 W. Springfield Ave., Urbana, IL 61801.

* * ANNOUNCEMENTS * *

* Japanese feature films are available on video from Tamarelle's International Films. Films can be purchased at prices ranging from $29.95 to $79.95. Members of Tamarelle's Video Exchange Program may also rent films. Request a catalog from Tamarelle's International Films, 110 Cohasset Stage Road, Chico, CA 95926, 1-800-356-3577. In California, (916)895-3429.

* The College of Languages, Linguistics, and Literatures of the University of Hawaii will sponsor a one-week workshop on teaching foreign languages at the elementary school level, June 19-July 7 (tentative). The workshop will focus on teaching methodology, curriculum design, materials, and evaluation. Participants in the workshop will also have the opportunity to enroll in a concurrent language class (in Japanese, French, or Spanish) that will focus on children's communication patterns and speech styles. For further information, contact Cornelia Moore; College of Languages, Linguistics, and Literature; University of Hawaii at Manoa; Webster Hall 203; Honolulu, HI 96822 (808) 948-6233.

* Basic Vocabulary Builder and Practical Vocabulary Builder are books of drawings designed to be reproduced for use in the foreign language classroom. The drawings are organized topically and are accompanied by suggested activities. Available in duplicating master or blackline master editions, these books are great time-savers and idea-generators. The cost is $9.95 each or 16.95 for both books. Order them from the National Textbook Company, 4255 West Touhy Avenue, Lincolnwood, IL 60646-1975, (1-800-323-4900).

* * HIGH SCHOOL JAPANESE LANGUAGE PROGRAMS * *

We have added the following to our list of U.S. high schools offering Japanese language instruction. The original list was published in Vol. 3, No. 3 of the JLTN Newsletter.

Our complete updated list is available upon request from the Center.

California-
Hilltop HS, 555 Claire Ave., Chula Vista, CA 92010-6197

Missouri-
Ft. Osage HS, 2101 N. Twyman, Independence, MO 64058

Virginia-
H. B. Woodlawn Secondary Program, 4100 N. Vacation Ln, Arlington, VA 22207

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The Newsletter of the Japanese Language Teachers Network is a publication of the Center for Improvement of Teaching of Japanese Language and Culture in High School, which is funded by grants from the Japan-United States Friendship Commission and the U.S. Department of Education Secretary's Discretionary Program for Critical Foreign Languages.

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日本語教師ネットワーク

NEWSLETTER OF THE JAPANESE LANGUAGE
TEACHERS NETWORK

Vol. 4 No. 2 May 1989

* * FROM THE DIRECTOR: * *
SURVEY REVEALS TEACHERS' NEEDS

In March the Center mailed a Needs Assessment Survey to all Japanese language teachers on our high school mailing list. Teachers were asked to respond to a series of questions designed to identify their most pressing problems and needs.

In Part 1 of the survey, potential needs were divided into two categories: Curriculum/classroom-related needs and professional/teacher-related needs. Teachers rated each need according to their own circumstances. A 5-point scale was used (an extremely important need = 1; not a need = 5). The two items which were rated extremely important (1) by the most teachers were:

Funds to purchase materials	59%
A better textbook	51%

When the top two ratings (1 and 2) were combined, the needs marked as very important or extremely important by more than half the teachers were:

Funds to purchase materials	75%
Practical ideas for teaching speaking and listening	74%
Listening Comprehension materials	72%
A better textbook	66%
Vocabulary-building materials	65%
Release-time to develop curriculum	61%
Supplementary audio-visual materials	60%
Supplementary readers	58%
A chance to meet and exchange ideas with other Japanese teachers	56%
A curriculum guide	56%
Practical ideas for teaching reading and writing	53%
Standardized tests	53%
Supplementary materials in Japanese for teaching culture	50%
Authentic materials from Japan	50%

It is interesting to note that except for "a chance to meet and exchange ideas with other Japanese teachers," all of the above top-rated needs are curriculum/classroom related.

On the whole, most teachers are fairly well satisfied with the level of community and administrative support they receive, with their own knowledge of Japanese culture, and with the kinds of materials available in English for teaching about Japan. Less than one-third of respondents listed these as important needs. Only 17% of the teachers rated "Help with classroom management" as an important need--the lowest among all the needs listed.

In Part II of the survey, teachers were asked to rank-order seven broad categories of needs, which encompassed all of the more specific needs listed in Part I. The categories ranked # 1 or # 2 by most teachers were:

Classroom teaching materials	68%
Practical ideas for teaching	61%

"Better language proficiency" is a distant third with 36%. As in Part I, the least important need was "Classroom management skills" (10%).

The textbook most frequently listed as the primary text for beginning Japanese classes was Japanese Now (Sato, Shishido, and Sakihara) which is used by 25% of the respondents. Learn Japanese, New College Text (Young and Nakajma-Okano) is used by 14% of respondents.

The number of years of Japanese offered by schools represented in our survey is:

1 year	16%
2 years	25%
3 years	28%
4 years	21%
5 or more	11%

It is gratifying to see the extent to which schools offer three- or four-year programs.

We wish to thank the 145 teachers who returned the Needs Assessment Survey. This represents a 54% rate-of-return, which survey analysts tell us is quite remarkable. We appreciate your taking the time to complete the survey and to add your comments. Results of the survey will help us formulate our goals and priorities for the coming years.

- Carol Bond

* * ROCKEFELLER GRANTS AWARDED TO JLTN MEMBERS * *

We congratulate four JLTN members who have been awarded Rockefeller Foundation Fellowships for study in Japan this summer. They are Cliff Darnall, Bloomington, IL; Eliot Frankeberger, Silver Spring, MD; Yukio Itoh, Brookfield, WI; and Norman Masuda, Mountain View, CA. Cliff plans to prepare proficiency-oriented reading and writing materials for first and second year students of Japanese and also to attend classes at International Christian University. Eliot will visit schools and educators and produce slides to accompany the second year text, Learn Japanese. Yukio will prepare audio-visuals to accompany the text he has written and will make these materials available to other Wisconsin teachers. Norm will produce lesson plans and audio-visual materials for his own use as well as for dissemination to colleagues. We wish them all a wonderful and productive summer!

For information on applying for a Rockefeller fellowship for the summer of 1990, contact the Rockefeller Foundation Fellowships for Foreign Language Teachers in the High Schools, Adademic Alliances, Connecticut College, Box 2001, New London, CT 06320, (203)447-7800.

* * CALIFORNIA JAPANESE LANGUAGE COMMITTEE MEETS * *

The Advisory Committee for Japanese Language Studies for the California State Department of Education met for the first time on April 5-6 to discuss the expansion and improvement of secondary Japanese language instruction in California. The committee was convened by Tomas Lopez and other officials from the State Department of Education, and included Japanese consulate personnel as well as university and high school Japanese language instructors. Participating high school teachers were Tei Dacus, Tim Mathos, Martha McDonald, Randy McCarthy and Chairperson Norman Masuda.

Two days provided enough time only to begin discussion on the many topics of concern. Items of critical interest to the high school teachers present were: increased opportunities for secondary teachers of Japanese to meet and network, model curriculum standards for Japanese, the identification of textbooks suitable for the secondary level, and the initiation of new Japanese programs.

University educators Toshiko Mishima, Yoko Pusavat and Eri Yasuhara introduced "Teaching Japanese for Communication," a project recently funded by the California Department of Education. The plan for this project is to sponsor in-service workshops for Japanese teachers and to develop curriculum materials. The main feature of the project will be a five-day workshop to be held in August in conjunction with the California Foreign Language Teachers Association - State Department of Education Summer Seminar for Foreign Language Teachers.

Consul Yumiko Fujiwara and Hisako Takahashi from the Japan Information Center in San Francisco discussed the role of the

Consulate in distributing Japanese cultural materials and in promoting Japanese language education in California.

Committees will continue to meet and report on their work to Japanese language teacher organizations and individuals, not only in California but in other states as well. For more information, contact Norman Masuda, 1854 Anthony Court, Mountain View, CA 94040. (415)941-6714.

- Norman Masuda
Palo Alto Unified School District

* * MINNESOTA TEACHERS FORM MCTEAL * *

Japanese language teachers in Minnesota have joined together with Chinese teachers to form the Minnesota Council of Teachers of East Asian Languages. Operating under the umbrella of the Minnesota Council of Teachers of Foreign Languages, MCTEAL has met twice and will continue to meet two or three times each year.

Phyllis Hyland Larson, a charter MCTEAL member from Minneapolis, reports that the goals of the organization are "to offer school districts who are planning to implement Japanese and Chinese programs some help in locating materials and teachers." The council hopes to be a source of support to teachers at both the secondary and college level and eventually to be involved in lobbying the state legislature for more public support for East Asian languages.

* * YAKITORI * *

Everyone loves yakitori, and it is easy to prepare. You may wish to plan a "sayonara" picnic with your students at the end of the year and make yakitori over an outdoor grill in a nearby park.

For Sauce:
- 1 T. sugar
- 4 T. mirin
- 1/2 c. soysauce
- 1/2 c. sake

1 lb. deboned chicken breasts
6 green onions
2 green peppers
bamboo skewers

At home before going to the park: Combine sauce ingredients, simmer in uncovered pot for 10 minutes, or until volume is reduced by one-third. Cool. Cut chicken into 1-inch cubes. Cut green peppers into 1-inch square pieces, and green onions into 1-inch lengths. Store sauce, chicken, green peppers, and onions in separate airtight containers and keep chilled.

At the park: While grill is being prepared, soak skewers in water. Marinate chicken in the sauce for a few minutes. Students can prepare their own skewers using a combination of chicken, green peppers, and onions. Leave a little space between chicken pieces to allow even and thorough cooking. While the yakitori is grilling, students may wish to dip their skewers into the sauce occasionally to give the chicken more flavor.

For a simple but complete and nutricious meal, serve yakitori with onigiri (rice balls), fresh fruit, and iced mugi-cha (barley tea).

* * EMPLOYMENT OPPORTUNITIES * *

* Elk Grove High School in Elk Grove Village, Illinois, seeks a full time Japanese/ESL teacher to begin a new program in Japanese, teach a transitional Japanese/English class to Japanese students, and teach two ESL classes. Contact Raymond A. Cipriano, Elk Grove High School, 500 West Elk Grove Blvd., Elk Grove Village, IL 60007, (312)439-4800 Ext. 275 or (312)259-8660 (evenings).

* Ohio Northern University in Ada, Ohio, seeks a part-time instructor to teach an evening course in beginning Japanese. Interest in Japanese is very high in the area and there is a good possibility that another course will be added. Contact Patricia Dickson, Chair, Foreign Languages, Ohio Northern University, Department of Foreign Languages, Ada, OH 45810, (419)772-2116 or (419)645-4225 (evenings).

* * ANNOUNCEMENTS * *

* "Zasshi!" is a six-week unit culminating in the publication of a magazine (zasshi) in Japanese. The unit contains individual and group activities, grammar lessons, suggestions for class discussions and writing assignments. Martha McDonald (Tokay High School, Lodi, California) developed and carried out the unit with her third and fourth year Japanese language students to fulfill the requirements of the Summer Workshop for Japanese Language Teachers held at the University of Illinois in 1988. At the Center's request Martha is making the project description, weekly lesson plans, student task checklists, and her own conclusions about the unit available to interested teachers. For a copy of the 25-page unit, please send a check for $3.50 to Martha McDonald, 4804 Grouse Run Drive, Apt. L8, Stockton, CA 95207.

* "The World Says `Welcome' when you know the Language" is a 27-minute video tape produced by the Monterey Institute of International Studies. The video is designed to motivate students to learn foreign languages and to think about career options available to those who take foreign language study seriously. Viewers are taken on a lively trip around the world visiting Americans working in a variety of careers in countries including Germany, France, and Japan. Cost of the video, which comes with a Teacher's guide, Counselor's guide, and International Careers Bibliography, is $ 89.00. The package may be ordered from the Monterey Institute of International Studies, 425 Van Buren street, Monterey, CA 93940, (800)824-7235.

We are pleased to announce...

HIRAGANA

a 30-minute video tape designed to introduce hiragana
to beginning students through the use of
calligraphy, sound, and mnemonic devices.

* Seeing each hiragana as it is written in calligraphy will help students learn proper brush stroke order and appreciate the beauty and grace of written Japanese.

* Hearing the hiragana pronounced as they see it written will help students learn correct pronunciation.

* Seeing brightly colored and fully-rendered pictures of familiar objects will help students associate the sound of the hiragana with its shape.

How does the video work?

When ku is introduced, for example, students first see a close-up of ku being written in calligraphy and they hear it pronounced correctly. The completed hiragana is seen for a moment as it is pronounced once again. A colorful cuckoo clock fades onto the screen as the ku fades out. Ku then reappears in proper stroke order as the hands of the cuckoo clock, and students hear the narrator say "Ku. Cuckoo clock. Ku."

Other mnemonic images used in the video include helicopter (he), kimono (ki), motorcycle (mo), unicorn (yu), soccer (sa), and eagle (i). A hiragana chart is shown after every five syllables to provide a sense of context and progress.

The video is intended to be used in short segments from the first day that students are introduced to hiragana. Although the video was designed for high school students, it may also be appropriate for middle school, junior high, and college students.

We are pleased to offer "Hiragana" for purchase at modest cost to individuals and institutions. A special reduced price is available for orders received by July 14, 1989. Prices include shipping and handling. Shipment by August 1 is guaranteed for all orders received by July 14. Tapes are not available for preview and they may not be duplicated without express written permission from the Center for Improvement of Teaching of Japanese Language and Culture in High School.

"Hiragana" was produced by the Center for Improvement of Teaching of Japanese Language and Culture in High School in collaboration with ITV, the instructional television service of the University of Illinois. The Center is grateful to the U.S. Department of Education and to the University of Illinois for funding the production of "Hiragana" and to the staff of ITV for their creative and professional assistance.

ORDER FORM

FOR

HIRAGANA

A video cassette for learning hiragana through calligraphy and mnemonics. Produced by the Center for Improvement of Teaching of Japanese Language and Culture in High School with funding provided by The U.S. Department of Education.

Please ship to: NAME: ______________________________

ADDRESS: ______________________________

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Number of copies		Orders rec'd before* July 14, '89		Orders rec'd after July 14, '89	
______	VHS	@ $16.95	or	@ $25.95	____________
______	BETA I	@ $16.95	or	@ $25.95	____________
______	BETA II	@ $16.95	or	@ $25.95	____________
______	U-Matic	@ $25.95	or	@ $35.95	____________

Prices include the cost of shipping and handling.

Illinois residents please add 6.25% sales tax........ ____________
or
provide tax exemption number: ________________

TOTAL ____________

Method of Payment:

☐ Check or Money Order enclosed for $________________

☐ Purchase order number: ________________________

* We are able to offer a discount for orders received before July 14, 1989

Please make checks payable to the University of Illinois. Send orders to Randy Musselman, University High School, 1212 West Springfield Avenue, Urbana, IL 61801.

* * * * * * * * * * *

The Newsletter of the Japanese Language Teachers Network is a publication of the Center for Improvement of Teaching of Japanese Language and Culture in High School, which is funded by grants from the Japan-United States Friendship Commission and the U.S. Department of Education Secretary's Discretionary Program for Critical Foreign Languages.

JAPANESE LANGUAGE TEACHERS NETWORK
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Editor: Barbara Shenk

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日本語教師ネットワーク

NEWSLETTER OF THE
JAPANESE LANGUAGE TEACHERS NETWORK

Vol. 4 No. 3 October 1989

* * JAPANESE TEACHERS INVITED TO MEET AT ACTFL CONFERENCE * *

Japanese teachers planning to attend the 23rd Annual Meeting of ACTFL in Boston this fall are invited to meet with Center staff to discuss ways in which the Center might serve the needs of Japanese language educators in the future. We are particularly interested in learning your specific needs for curriculum materials. This will be a brain-storming session and not a formal presentation, so please bring along your ideas and be prepared to join in the discussions.

The ACTFL conference will be held November 17-19, 1989, in Boston, with post-conference workshops on Nov. 19-21. The Center's meeting for Japanese teachers will be on Saturday, November 18, from 5:45-6:45 p.m. in the New Hampshire Room. (Please also watch the Conference Bulletin Board for announcements.)

The American Council on the Teaching of Foreign Languages (ACTFL) is a professional organization for teachers, administrators and researchers at all levels of foreign language instruction. ACTFL's bimonthly journal, Foreign Language Annals, and its other publications and services and have proved to be stimulating and beneficial to teachers of all languages.

This year's Conference promises to be an exciting one, with presentations on a wide range of topics, including developing a proficiency-oriented curriculum, teaching culture, promoting parental involvement, developing reading skills, using video teaching techniques, designing elementary school programs, testing, using satellite TV, games, and authentic materials. There will also be an array of sessions offering practical ideas for developing language proficiency. According to Mary F. Hayes, Co-Chair of this year's conference, "ACTFL '89 will not only be the most comprehensive conference ever held for foreign language teachers, but will also be an important celebration of the spirit and the pride of the language teaching profession." For information about the ACTFL Conference, membership, and ACTFL's publications and services, contact Harriet Weissman at ACTFL, 6 Executive Boulevard, Upper Level, Yonkers, NY 10701 or phone (914) 963-8830.

* * CENTER AWARDED GRANT FOR 1989-90 * *

We are pleased to announce that the Japan-United States Friendship Commission has awarded a grant of $25,000 to the Center to support the publication of the Japanese Language Teachers Network Newsletter for another year. We are very grateful to the Commission for its continued support of the Center and for its recognition of the importance of Japanese language instruction at the secondary level. This will also be a year of planning for the Center and we welcome your ideas and suggestions for future projects that will serve the needs of Japanese language teachers.

* * COMMUNITY LEADERSHIP IN FOREIGN LANGUAGE * *

The Joint National Committee for Languages (JNCL) is sponsoring a public awareness training seminar, "Community Leadership in Foreign Language Education," on December 8-9, 1989, at the Stouffer Hamilton Hotel, near Chicago's O'Hare Airport. The seminar is open to participants nationwide and is appropriate for all state and local supervisors of foreign language, school administrators, language department chairs, school board members, language organization leaders, elected officials, teachers, parents, business and community leaders, and all others who are involved in promoting foreign language learning.

The primary focus of the two-day seminar will be on foreign language policy at the state and national level. Guest speakers will include Senator Paul Simon and Lieutenant Governor George H. Ryan (Illinois). The seminar will also feature sessions on starting instructional programs in Japanese and in Russian, and on initiating foreign language programs in the elementary schools. The session on Japanese instructional programs will be conducted by Center Director, Carol Bond. Seminar Director is J. David Edwards of the JNCL (Washington, D.C). To request registration materials, write to the Illinois Council on the Teaching of Foreign Languages, P.O. Box 5633, Springfield, IL 62705.

* * HIRAGANA VIDEO: OVER 100 SOLD * *

The 30-minute video, HIRAGANA, produced by the Center in collaboration with the Instructional Television Services of the University of Illinois, was released in August, 1989. It is designed to introduce hiragana to beginning Japanese language students through the use of calligraphy, sound and mnemonic devices.

At over 100 copies sold, we can claim "brisk" sales for the videos. However, the rate of return of the blue evaluation cards which were sent out with each video cassette has been disappointing: only 5 to date. Your feedback is very valuable to us in making revisions and in planning future projects. Please return the blue cards if you have used the video. For information on ordering the video, please contact Barbara Shenk, Japanese Language Teachers Network, 1212 W. Springfield Ave., Urbana, IL 61801, (217) 244–4808.

* * OPPORTUNITIES FOR STUDY IN JAPAN * *

- The U.S. Department of Education's Center for International Education is accepting applications for awards to participate in the Fulbright–Hays Seminars Abroad Program. Elementary and secondary Japanese language teachers are invited to apply. The Japanese language seminar, to be held in Japan in July–August, 1990, will provide intensive courses in teaching methodology and will be conducted mostly in Japanese. Between six and ten teachers will be selected to participate in the program. They will be awarded tuition and fees, room and board, round–trip economy airfare, and program–related travel in Japan. The application deadline is December 1, 1989. For more information, please contact Fulbright–Hays Seminars Abroad Program, Center for International Education, U.S. Department of Education, Washington, D.C. 20202–5332, (202) 732–3292.

- The Japanese Government's Ministry of Education, Science and Culture offers year–long scholarships to elementary and secondary Japanese language teachers, to graduate students of Japanese as a second language, and to administrators working with Japanese. For more information, contact Embassy of Japan, 2520 Massachusetts Ave., N.W., Washington, D.C. 20008.

* * UPDATE ON CURRICULUM GUIDES * *

A year ago we asked readers to send us Japanese language curriculum guides which they would be willing to share with others. We are grateful to VeAnna Morgan of Portland Public Schools (Oregon) and Eliot Frankeberger of Prince George's County Schools (Maryland) for sending us their curriculum guides. We have sent out copies of these sample guides to many of you who requested them. Copies are still available from the Center upon request. The Portland guide is for levels one and two and the Prince George's for levels one, two and three.

We have now also received from Michiko Bozic a very concise one–page guide for level one high school Japanese which she developed for her program at Littleton High School in Littleton, Colorado. We reprint it here as an example of what one teacher hopes to accomplish with her first year students.

JAPANESE LEVEL I

Function	Verbs & Word Order	Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
The student will: 1. Understand & attempt to imitate ordinary, everyday expressions & sequenced dialogs in oral & written form. 2. Develop listening, speaking, reading, & writing skills dealing with basic communicative functions. 3. React spontaneously in a limited way (in oral & written form) using creative language in response to an oral, visual, or written question, as well as in a social situation. 4. Understand & answer in one sentence, in oral & written form, a structured question about real personal experiences. 5. Be aware of & recognize cultural similarities & differences of people of the target language.	te- form of verbs masu- form desu- form masho- form Nonpast formal form of verbs (masu-form) Nonpast informal form of verbs (dictionary form) Past tense of formal & informal forms Volitional & tentative forms (-masho, etc.) Copula (-desu, etc.) Honorific verbs (irasshaimasu, etc.) React to imperatives in the classroom Future time expressed by nonpast tense & adverbs Word order for statements, questions, commands	Common nouns Pronouns (singular & plural) Possessive adjectives (i-type & na-type) Adjectives of size, color, emotion, appearance (agreement & syntax) Adverbs of quantity, degree, time Interrogative expressions Demonstratives Examples of honorific polite expressions & humble polite expressions (-irassharu, etc.) Ellipsis (omission of subject, words, phrases) Particles (wa, ga, to, ka, ni, etc.) Interjections	Hiragana (complete alphabet) Katakana (about 60 examples of foreign names, English loan words, etc.) Kanji (about 50 characters) Numbers Days of week, months Weather, temperature Health Emotions, feelings Personal activities Classroom expressions & objects Interjections & rejoinders Clothing/Names/Age Pets/Foods/Family House phrases, rooms Greetings Leave-takings Courtesy expressions Time/Sports & games Likes & dislikes Courses & subjects Colors/Body parts English loan words	Awareness of greetings & other social interactions Appropriate etiquette in communication (expression & body language) Typical Japanese names Daily life culture--food, school, sports, holidays, pastimes, clothing Japanese syntax in expressing dates, recognition of the 24-hour clock Reading & writing numerals in Japanese fashion (addresses, phone numbers) Basic geography Family structure Songs, poems, sayings, proverbs

jpS8/58
(06 Oct-1988)

Michiko Bozic
Littleton High School
Littleton, Colorado

* * WANTED: INFORMATION ON NEW PROGRAMS * *

We would like to update our list of high school Japanese language programs to publish in the December newsletter. If you know of a new program that has started this fall, please send us the name of the school (including address and zip code), or call Barbara Shenk at (217) 244–4808 on Mondays, Tuesdays or Thursdays. Thank you for your help!

* * EMPLOYMENT OPPORTUNITIES * *

* The Iowa–Japan Culture Alliance, a project of the Governor's Commission on Foreign Language Studies and International Education of the State of Iowa, seeks ten qualified teachers of Japanese as a second language for placement in high schools and community colleges in Iowa. The period of employment will be July 15, 1990– July 15, 1991. Duties will include teaching 4 to 5 class periods of elementary Japanese per day at one or more institutions in a given area. Minimum qualifications include native or near-native fluency in Japanese; a bachelor's degree from an accredited institution, preferably in Japanese language pedagogy or a related field; evidence of substantial training or supervised experience as a teacher of Japanese as a second language; good English language skills; the willingness to reside and work in a small community; and the ability to act as a "representative" of Japanese culture in communities with little familiarity with Japanese or other foreign cultures. To apply, send letter of application and college transcript(s) to Paul Hoekstra, Foreign Language Consultant, Department of Education, Grimes State Office Building, Des Moines, Iowa 50319–0146, (515) 281–7806.

* * EMPLOYMENT SOUGHT * *

* Toko Doi seeks a position teaching Japanese language and culture in the United States. Ms. Doi holds an M.S. degree in Teaching of English to Speakers of Other Languages (TESOL) from the State University of New York, Albany. She is a native speaker of Japanese with experience in teaching English to Japanese high school students, and one year of experience in teaching Japanese to an American English teacher in Japan. Contact Toko Doi, 2–15–5 Ryojo, Kure, Hiroshima, Japan, 737, (832) 22–0910.

* Yoshiko Hirano seeks a position as a Japanese language teacher in the United States. Ms. Hirano currently manages the teaching staff at the Aeon Institute of Foreign Language in Sendai, Japan. For the past three years she has also given private instruction in Japanese to foreigners in Japan. Ms. Hirano holds a B.A. in Japanese History from Tohoku Gakuin University, as well as a Certificate of Mastery in Koto from the Yamada Ryu School of Music. She has studied art history at the State University of New York, Buffalo. Contact Yoshiko Hirano, Asakawa Building 60–E, 1–12–16 Ichibancho, Aoba–ku, Sendai, Miyagi, Japan 980.

* Masakuni Inoue, a graduate of Meijo University (Nagoya) with teaching certification from Aichi Prefecture, is interested in teaching Japanese at an American high school. He taught Japanese as a foreign language at a language institute in Tokyo, and spent eleven months in South Australia as an intern teacher of Japanese language and culture in elementary and high schools. Mr. Inoue is visiting New York for a few months to study at Hunter College of the City University of New York, and can be contacted at 250 East 40th Street, New York, NY 10016.

* Iuri Minowa seeks a position teaching Japanese language in the United States. She currently teaches Japanese to non–Japanese speakers at Kokusai Gogakuin in Tokyo. She holds a certificate from the Shinjuku Japanese Language School where she studied teaching Japanese as a second language. Ms. Minowa has had experience living abroad. Contact Iuri Minowa, 676–27 Asahi–cho, Funabashi–shi, Chiba–ken, Japan.

* Maki Shiwachi seeks a position teaching Japanese as a foreign language to elementary, secondary, college, or adult students. Ms. Shiwachi is currently completing an M.S. in Education in the Bilingual/Bicultural program at Western Illinois University. She holds a B.A. in Education from Kyushu University. She has some experience in teaching English and Japanese as foreign languages. Contact Maki Shiwachi, 345 North Randolph, Apt. 2, Macomb, IL 61455, (309) 837–1946 or (309) 298–1183 (office), before December 15, 1989.

* * ANNOUNCEMENTS * *

* Japanese Literature on Film is a new teaching module in the series, Japanese Society Through Film. It features video cassettes of the films Double Suicide (Shinoda, 1969), The Face of Another (Teshigahara, 1966) and Snow Country (Toyoda, 1957). The accompanying teaching guide includes an essay on Japanese literature, analysis of the three films, program notes on each film, discussion questions, and a selected bibliography. The module, including the three video cassettes (VHS) and two copies of the teaching guide, costs $225 prepaid and is available from Japanese Society Through Film, Japan Society Film Center, 333 East 47th Street, New York, NY 10017,
(212) 832–1155, Ext. 57.

* Curriculum guides for teaching Foreign Languages in Elementary and Middle Schools (FLEAMS) are now available in Japanese as well as German, Spanish and French, from the University of Denver. The curriculum guides contain 6 units of text and support activities. For more information contact Eleanor R. Hoffman, FLEAMS Project Director, Department of Foreign Languages and Literatures, University of Denver, University Park, Denver, CO 80208, (303) 871–2185.

* A workshop on Oral Proficiency Interviewing and Rating will be offered in Japanese at the University of Pennsylvania in Philadelphia, January 11–14, 1990, as a part of the ACTFL Professional Development Program. The Oral Proficiency Interview (OPI) is a face-to-face conversation between an individual student and a trained interviewer on a variety of topics, lasting 10 to 20 minutes depending on the student's ability. The resulting speech sample is rated on a scale ranging from novice to superior. Intensive four-day OPI workshops train participants to administer and rate OPIs. For more information contact Workshop Coordinator, ACTFL, 6 Executive Plaza, Yonkers, NY 10701–6801, (914) 963–8830.

* Using Authentic Texts to Develop Cultural Understanding in Foreign Language Programs is the topic of a series of workshops being conducted by ACTFL. Two workshops are designed specifically for teachers and supervisors of Japanese, Chinese and Russian. Thirty participants will be selected from postsecondary levels and five high school teachers will also be accommodated at each of the two workshops. The workshops will be held in Washington, D.C., March 11–15, 1990 and Bloomington, IN, June 3–7. For additional information, please contact Ms. Trudy Liuzzo, Project Assistant, ACTFL, 6 Executive Plaza, Yonkers, New York 10701–6801, (914) 963–8830.

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日本語教師ネットワーク

NEWSLETTER OF THE
JAPANESE LANGUAGE TEACHERS NETWORK

Vol. 4 No. 4 December 1989

* * SCHOOLS LAUNCH JAPANESE IMMERSION PROGRAMS * *

There is tremendous excitement this fall in Portland and Eugene, Oregon, and in Fairfax County, Virginia, over their elementary school Japanese immersion programs. In an immersion program children are taught the usual elementary school subjects in Japanese, using the language as a medium of instruction. Children learn Japanese in much the same way that they learned English, by listening, imitating, experimenting, speaking and doing.

Yujin Gakuen in Eugene, Oregon, began its immersion program with first graders in 1988. The school accepts 50 students each year (selected by lottery) and plans to expand the program into a new grade each year until there are 250 students in grades one through five. Among its primary goals, Yujin Gakuen lists: 1) To emphasize basic skills (both in Japanese and English) in language, writing, reading, mathematics, music, and science; 2) to emphasize an appreciation of the cultures of our country and Japan and thereby all cultures; and 3) to develop a strong sense of self-esteem and an appreciation and respect for life and all its diversity.

The Japanese Language Immersion Program at Richmond School in Portland, Oregon, is new this year. It is a partial-immersion program in which half the subjects are taught in Japanese and the other half in English. According to teacher Deanne Balzer, there were tears of frustration during the first few days of school, but the children are now enjoying themselves thoroughly. The immersion teachers feel it is very important that the children find their learning experiences in both languages enjoyable.

Fairfax County Public Schools in Virginia began its partial-immersion program in three of its schools at once. Each school has 30 children in first grade and 30 children in second grade enrolled in the program. The children spend half of each day with the Japanese teacher and assistant studying math, science and health, subjects which lend themselves well to a hands-on approach. They spend the other half-day learning other subjects in English. The immersion teachers are all native or near-native speakers of Japanese with elementary certification and special training in immersion techniques. Martha Abbott, Special Project Teacher at Fairfax County Public Schools, reports that there has been a great deal of interest in the program on the part of Japanese businesses and media. The media attention can become overwhelming at times, but it has also brought concrete rewards. After reading about the program and its need for more materials, The Japan School Library Association donated 600 books, which All Nippon Airways transported to Virginia.

All programs report long waiting lists of children and parents wanting to participate. All require a high degree of commitment on the part of the parents and Portland and Fairfax County offer evening courses in Japanese for parents.

We congratulate the organizers, administrators, teachers, parents and children who are contributing to the success of these innovative programs. For more information, please contact Darby Giannone, Principal, Yujin Gakuen, 250 Silver Lane, Eugene, OR 97404 (503)687-3165; Japanese Language Immersion Program, Richmond School, 2276 S.E. 41st Ave., Portland, OR 97214 (503)280-6220; or Dr. Maria Wilmeth, Fairfax County Public Schools, Lacy Center, 3705 Crest Dr., Annandale, VA 22003 (703)698-7500.

* * JAPANESE TEACHERS' MEETING GOES OVERTIME IN BOSTON * *

"The best session of the conference!" was how one enthusiastic teacher described the recent informal meeting of Japanese language educators held in Boston. The meeting was sponsored by the Center and held in conjunction with the ACTFL Annual Conference in November. The 18 participants came from Illinois, Indiana, Massachusetts, Texas, Nebraska, Vermont, Minnesota, New York, Pennsylvania, Maryland, Oregon, Virginia, and New Jersey.

As always when Japanese educators meet, there were more topics of mutual interest than time available to discuss them. The meeting was scheduled for one hour, but lasted for over two hours, and many participants reconvened later for a lively dinner at a Chinese restaurant.

The meeting provided a welcome opportunity for teachers, prospective teachers, school and state officials and university professors to exchange ideas and concerns, to examine new teaching materials, and to learn first-hand about innovative approaches such as satellite-TV teaching and elementary school immersion programs. Key issues discussed were the need for teachers and for teaching materials, the issue of teacher certification, the relative merits of teaching beginners through romaji or kana, and proficiency-based instruction.

Our experience in Boston leads us to conclude that while teacher training and certification and teaching materials are still high on everyone's list of critical issues, significant progress is being made in these areas. We hope that there will be more such informal gatherings of Japanese educators at state, regional, and national meetings, where we can continue to exchange ideas and to encourage and challenge each other.

— Carol Bond

* * MESA SCHOOLS TAKE FIRST STEPS IN JAPANESE PROGRAM * *

The Mesa School District in Arizona has recently begun Japanese language instruction in three of its high schools using cable T.V., one certified teacher, and three aides who are native speakers of Japanese. Mae Llacuna teaches daily lessons over live cable T.V. to students at the three schools who can interact with her by telephone. A Japanese aide is on hand at each site to work with the students personally.

Susan Spraegue, Foreign Language Director at Mesa Public Schools, developed the program in consultation with the Japanese Language Program at Arizona State University. She sees the use of cable television as a way of getting started, but her goal is to place certified teachers in each classroom in the future. An unexpected outcome of the program was that people in the community began watching the program and calling to request information on materials.

For further information, contact Susan Spraegue, Mesa Public Schools, 143 S. Alma School Rd., Mesa, AZ 85202.

* * A GAME FOR THE HOLIDAYS * *

Looking for a game to play with your students before the holidays or to kick off the New Year? Rita Crane, Japanese teacher at Central High in Evansville, Indiana, sent in the following game idea. You will need a set of 3x5 hiragana cards for every group of three students.

Crazy Hiragana (Crazy 8's Card Game)

1. Have a student shuffle his/her 3x5 hiragana cards to which three additional き cards have been added for a total of four (in place of four 8's).
2. Deal six cards to each of the three students in the group.
3. Place remaining cards in the middle, face down.
4. Turn one card up next to the stack (e.g. か).
5. Each student in turn must supply a "K" hiragana symbol. If a student cannot, he/she must draw from the stack in the middle until he/she can play a "K" hiragana symbol (e.g. く).

   OR

   If he/she has an き card, he/she can change the form to an "S" or "T", etc. form by placing the き card on the top of the playing pile and saying "S" or "T" form.
6. If all cards have been drawn and a student cannot play, he/she must say "Dekimasen, sumimasen" and the next student continues.
7. The first student out of cards wins.

* * NEW MATERIALS FROM ACTFL * *

The American Council on the Teaching of Foreign Languages (ACTFL) has developed proficiency oriented materials for novice, intermediate and advanced level Japanese language students. They are intended to be used as supplementary materials in teaching post secondary students. Materials for teaching writing in Japanese are available at $35.00, and for teaching listening skills (including audio cassettes) at $100.00.

Also available from ACTFL is a selected listing of instructional materials for elementary and secondary school Japanese language programs. The list of textbooks, readers, periodicals, dictionaries, audio cassettes and computer software gives the titles, authors, publishers, and in some cases, brief descriptions. The 36–page list is available for $20 from ACTFL.

Contact Isabelle Kaplan, Project Director, ACTFL, 6 Executive Plaza, Yonkers, NY 10701–6801.

* * EMPLOYMENT OPPORTUNITIES * *

- Fairfax County Public Schools in Virginia seeks bilingual teachers and instructional assistants for their elementary school partial–immersion program in Japanese. Teachers and assistants must be native or near–native speakers of Japanese, and teachers must have a degree in Elementary Education. Special training in immersion techniques is available beginning in February at George Mason University in Fairfax, Virginia. For more information contact Maria Wilmeth, Fairfax County Public Schools, Lacey Center, 3705 Crest Dr., Annandale, VA 22003 (703)698–7500.

- The Nebraska Department of Education and the Nebraska Educational Telecommunications Commission seek a Curriculum Designer and Television Teacher. It is possible for both roles to be filled by one person if he/she is available right away. For information about these positions, please contact Elizabeth Hoffman, Nebraska Department of Education, Box 94987, 301 Centennial Mall South, Lincoln, NE 68509 (402)471–2918.

* * EMPLOYMENT SOUGHT * *

Masako Yoshida is interested in teaching Japanese as a tutor in the Washington D.C. area. She holds a B.A. and an M.A. in Art History and is currently working as an intern at the Textile Museum in Washington D.C. She has some experience in teaching English and Japanese as second languages. Contact Masako Yoshida, 3421 Mt. Pleasant St., N.W., Washington, D.C. 20010 (202)462–4754.

* * ANNOUNCEMENTS * *

* The *Japanese Word Book* is a book of 200 delightful illustrations of common Japanese words and phrases, using scenes of Japanese family life, social life and relations, the home, school, city, food, clothing, transportation, and nature. Most of the illustrations are 5x7 or 7x10. The book conveys a sense of the Japanese culture, both old and new, while teaching words and phrases expressed in romaji, kana and kanji. The *Japanese Word Book* can be ordered from the publisher for $10.95 postage paid. Write to Bess Press, P.O. Box 22388, Honolulu, HI 96822.

* The *Kodansha Encyclopedia of Japan* in 9 Volumes could be a valuable addition to your school library. It is a comprehensive guide in English to the history and culture of Japan, covering the arts, society and daily life, science and technology, the economy, politics and law, social sciences, and geography. The set costs $780, and there is a 30-day examination option. Contact Kodansha International, 114 Fifth Ave., New York, NY 10011 or call 1-800-638-3030 (MD residents, 1-301-824-7300).

* Two new 30-minute *Video Letters from Japan* are now available from the Asia Society. One is entitled *Suburban Tokyo High School Students* and the other is *The College Years*. Contact The Asia Society, Education Department, 725 Park Ave., New York, NY 10021 (212)288-6400.

* School Partners Abroad links U.S. secondary schools with counterpart schools in Japan for an array of year-round activities, ranging from the sharing of letters, pictures and curricular materials to the annual reciprocal exchange of students and teachers. Japanese schools visit the U.S. in March/April; U.S. schools return the visit in June/July. For further information, contact the Department of Professional and Secondary Education Programs, Council on International Educational Exchange, 205 E. 42nd St., New York, NY 10017 (212)953-6035.

* Academic Alliances in Foreign Languages and Literatures has listed among its goals for the year, the recruitment of teachers of less commonly taught languages from schools and colleges into new and existing Alliances. Alliance members believe that teachers of Japanese, Chinese, Russian, Arabic and other less commonly taught languages and teachers of more commonly taught languages have much to learn from each other. For information on Academic Alliances in Foreign Languages and Literatures, Marymount College Tarrytown, Box 1368, Tarrytown, NY 10591-3796 (914)631-3200, Ext. 382, 427.

* * JAPANESE LANGUAGE PROGRAMS IN U.S. HIGH SCHOOLS * *

Once again we are publishing our list of high schools which offer Japanese language instruction. While the list of these programs has grown since we first published it in October 1988, we are aware that there are many more programs which we were not able to track down. This is especially true since Japanese language is now being offered by the Satellite Educational Resources Consortium. We thank all of you who took the time to talk to us, those of you who returned our calls, and those of you who sent us lists of programs in your area. Please continue to keep us informed of new programs.

High School Japanese Language Programs

Alabama –
J.O. Johnson HS, 6201 Pueblo Dr., Huntsville, AL 35810

Alaska –
East HS, 4025 E. 24th Ave., Anchorage, AK 99508
Homer HS, 600 E. Fairview Ave., Homer, AK 99603-7661
Kenal Peninsula Burrough HS, 148 N. Binkley St., Soldotna, AK 99669
Kodiak HS, Kodiak, AK 99615
Mt. Edgecumbe HS, 1330 Seward Ave., Sitka, AK 99835
Mountain Village HS, P.O.Box 32105, Mountain Village, AK 99632
Service HS, 5577 Abbott Rd., Anchorage, AK 99507
Skagaway HS, P.O. Box, 497, Skagaway, AK 99840

Arizona –
Central HS, 4525 N. Central Ave., Phoenix, AZ 85012
Dobson HS, 1501 W. Guadalupe, Mesa, AZ 85202-7575
Mesa HS, 1630 E. Southern Ave., Mesa, AZ 85204-5299
Red Mountain HS, 7301 E. Brown Rd., Mesa, AZ 85207-3803

California –
Alisal HS, 777 Williams Rd., Salinas, CA 93905
Burton HS, 45 Conkling St., San Francisco, CA 94124
Cerritos HS, 12500 E. 183rd St., Cerritos, CA 90701
Galileo HS, 1055 Bay St., San Francisco, CA 94109
Gardena HS, 1301 W. 182nd St., Gardena, CA 90248
George Washington HS, 600 32nd Ave., San Francisco, CA 94121
Gunn HS, 780 Arastradero Rd., Palos Alto, CA 94306
Hilltop HS, 555 Claire Ave., Chula Vista, CA 92010-6197
Lincoln HS, 6844 Alexandria Way, Stockton, CA 95207
Lowell HS, 1101 Eucalyptus Dr., San Francisco, CA 94132
Merced HS, 205 W. Olive St., Merced, CA 95348
Moorpark HS, 4500 N. Tierra Rejada Rd., Moorpark, CA 93021
Narbonne HS, 24300 S. Western Ave., Harbor City, CA 90710
North HS, 3620 W. 182nd St., Torrence, CA 90504
Palo Alto HS, 25 Churchill Ave., Palo Alto, CA 94306
Polytechnic SHS, 1600 Atlantic Ave., Long Beach, CA 90813
Roosevelt HS, 456 S. Mathews St., Los Angeles, CA 90033
Saratoga HS, 20300 Herriman Ave., Saratoga, CA 95070
Tokay HS, 1111 W. Century Blvd., Lodi, CA 95240
Turlock HS, 1400 E. Canal Dr., Turlock, CA 95380

Colorado –
Centaurus HS, 10300 S. Boulder Rd., Lafayette, CO 80026
Fairview HS, 1515 Greenbriar Blvd., Boulder, CO 80303
Littleton HS, 199 E. Littleton Blvd., Littleton, CO 80121
West HS, 951 Elati St., Denver, CO 80204

Connecticut –
Norwalk Public Schools, 125 E. Ave., POB 6001, Norwalk, CT 06852-6001

District of Columbia –
St. Albans School, Mount St. Alban, Washington, D.C. 20016

Florida -
Clearwater HS, 540 S. Hercules Ave., Clearwater, FL 34624
Dr. Phillips HS,6500 Turkey Lake Rd., Orlando, FL 32819
St. Paul's School, 1600 St. Paul's Dr., Clearwater, FL 34650

Georgia -
Kittredge Magnet School, 2383 N. Druid Hills Rd., Atlanta, GA 30329

Hawaii -
Aiea HS, 98-1276 Ulune St., Aiea, HI 96701
Baldwin HS, 1650 Kaahumanu Ave., Wailuku, HI 96793
Campbell HS, 91-980 N. Rd., Ewa Beach, HI 96706
Castle HS, 45-386 Kaneohe Bay Dr., Kaneohe, HI 96744
Farrington HS, 1504 N. King St., Honolulu, HI 96817
Hawaii Preparatory Academy, POB 428, Kamuela, HI 96743
Hilo HS, 556 Waianuenue Ave., Hilo, HI 96720
James Campbell HS, Waipahu, HI 96797
Kailua HS, 451 Ulumanu Dr., Kailua, HI 96734
Kaimuki HS, 2705 Kaimuki Ave., Honolulu, HI 96816
Kaiser HS, 511 Lunalilo Home Rd., Honolulu, HI 96825
Kalaheo HS, 730 Iliaina St., Kailua, HI 96734
Kalani HS, 4680 Kalanianaole Hwy., Honolulu, HI 96821
Kapaa HS, 4695 Mailehuna Rd., Kapaa, HI 96746
Kau HS, Box 218, Pahaha, HI 96777
Kauai HS, RR 1, Box 215, Lihue, HI 96766
Konawaena HS, Box 698, Kealakekua, HI 96750
Leilehua HS, 1515 California Ave., Wahiawa, HI 96786
Maui HS, 660 S. Lono Ave., Kahului, HI 96732
McKinley HS, 1039 S. King St., Honolulu, HI 96814
Mid-Pacific Institute, 2445 Kaala St., Honolulu, HI 96822
Miliiani HS, 95-1200 Meheula Pkwy., Mililani, HI 96789
Moanalua HS, 2825 Ala Ilima St., Honolulu, HI 96818
Pearl City HS, 2100 Hookiekie St., Pearl City, HI 96782
Punahou School, 1601 Punahou St., Honolulu, HI 96822
Radford HS, 4361 Salt Lake Blvd., Honolulu,HI 96818
Roosevelt HS, 1120 Nehoa St., Honolulu, HI 96822
Waiakea HS, 155 Kawili St., Hilo, HI 96720
Waialua HS, 67-160 Farrington Hwy, Waialua, HI 96791
Waianae HS, 84-251 Farrington Hwy, Waianae, HI 96792
Waimea HS, Box 396, Waimea, HI 96796
Waipahu HS, 94-1211 Farrington Hwy., Waipahu, HI 86797

Illinois -
Bloomington HS, 1202 E. Locust, Bloomington, IL 61701
Elk Grove HS, 500 W. Elk Grove Blvd., Elk Grove Village, IL 60007
Illinois Math & Sci Academy, 1500 W. Sullivan Rd., Aurora, IL 60506-1039
New Trier Township HS, Winnetka, IL 60093
Oak Park & River Forest HS, 201 N. Scoville Ave., Oak Park, IL 60302
Rock Island HS, 1400 25th Ave., Rock Island, IL 61201
University HS, 500 W. Gregory St., Normal, IL 61761
University HS, 1212 W. Springfield Ave., Urbana, IL 61801

Indiana -
Anderson HS, 1301 Lincoln St., Anderson, IN 46016
Arsenal Technical HS, 1500 E. Michigan St., Indianapolis, IN 46201
Blackford HS, 2230 N. SR 3N, Hartford City, IN 47348
Bosse HS, 1300 Washington Ave., Evansville, IN 47714

Brownsburg HS, 1000 S. Odell, Brownsburg, IN 46112
Central HS, 5400 1st Ave., Evansville, IN 47710
Central Noble HS, 302 Cougar Ct., Albian, IN 46701
Connersville HS, 1100 Spartan Dr., Connersville, IN 47331
Crispus Attucks HS, 1140 N.W. St., Indianapolis, IN 46202
Hamilton Southeastern, 13910 E. 126th St., Noblesville, IN 46060
Harrison HS, 211 Fielding Rd., Evansville, IN 47715
Harrison HS, 5700 N 50 W, West Lafayette, IN 47906
Indian Creek HS, Rt. 2, Box 3E, Trafalgar, IN 46181
Jefferson HS, 1801 S. 18th St., Lafayette, IN 47905
LaPorte HS, 602 F St., LaPorte, IN 46350
McCutcheon HS, 4951 State Rd., 43 S. Lafayette, IN 47905
Mishawaka HS, 1202 Lincolnway East, Mishawaka, IN 46544
Northside HS, 475 E. State., Fort Wayne, IN 46805
Pendleton Heights HS, RR3, Jct. 67&38 Pendleton, IN 46064
Plymouth HS, 810 Randolph St., Plymouth, IN 46563
Richmond HS, Richmond, IN 47374
South Vigo HS, 3737 S. 7th, Terre Haute, IN 47802
West Lafayette HS, Grant & Leslie Ave., West Lafayette, IN 47906

Iowa -
Des Moines Public Schools, 1800 Grand Ave., Des Moines, IA 50307
Valley HS, 1140 35th St., West Des Moines, IA 50265

Kentucky -
Atherton HS, 3000 Dundee Rd., Louisville, KY 40205
Bryan Station SHS, Edgeworth Dr., Lexington, KY 40505
Hart County HS, Munsfordville, KY 42765
Grant County HS, Dry Ridge, KY 41035
Silver Grove HS, Silver Grove, KY 41085
Woodford County HS, Frankfort Rd., Versailles, KY 40383

Louisiana -
Morgan City HS, Morgan City, LA 70380

Maryland -
Baltimore City College HS, 200 E. North Ave.,Baltimore, MD 21201
Central HS, 200 Cabin Branch Rd., Capitol Heights, MD 20743
Eleanor Roosevelt HS, 7601 Hanover Pkwy, Greenbelt, MD 20770
Patterson HS, Baltimore City PS, 200 E. North Ave., Baltimore, MD 21201
Southern HS, Baltimore City PS, 200 E. North Ave., Baltimore, MD 21201
Walt Whitman HS, 7100 Whittier Blvd., Bethesda, MD 20817

Massachusetts -
Cushing Academy, Ashburnham, MA 01430-1598

Michigan -
Center for Adv. Studies in the Arts, 22180 Parklawn, Oak Park, MI 48237
Groves HS, 20500 W. 13 Mile Rd., Birmingham, MI 48010
Henry Ford II HS, 11911 Clinton River, Sterling Heights, MI 48078
Martin Luther King HS, 3200 E. Lafayette, Detroit, MI 48009
Northern HS, 9026 Woodward Ave., Detroit, MI 48202
Pershing HS, 18875 Ryan Rd., Detroit, MI 48234
Renaissance HS, 6565 W. Outer Dr., Detroit, MI 84235
Seaholm HS, 2436 W. Lincoln, Birmingham, MI 48009

Minnesota -
Apple Valley HS, 14445 Diamond Path, Rosemount, MN 55068
Breck School, 123 Ottawa Avenue North, Golden Valley, MN 55422
Washburn HS, 201 W. 49th St., Minneapolis, MN 55409

Missouri -
Central HS, 423 E. Central, Springfield, MO 65802
Glendale HS, 2727 S. Ingram Mill, Springfield, MO 65804
Hillcrest HS, 3319 N. Grant, Springfield, MO 65803
Kickapoo HS, 3710 S. Jefferson, Springfield, MO 65807
Parkview HS, 516 W. Meadowmore, Springfield, MO 65807
Parkway South HS, 801 Hanna Rd., Manchester, MO 63021
Parkway North HS, 12860 Fee Fee Rd., Creve Coeur, MO 63146
Pembroke Hill School, 5121 State Line, Kansas City, MO 64112
Ft. Osage HS, 2101 N. Twyman Rd., Independence, MO 64058

Montana-
Bigfork HS, Box 188, Bigfork, MT 59911

Nebraska -
Father Flanagan HS, 2606 Hamilton St., Omaha, NE 68131

Nevada -
Bonanza HS, 6555 W. Del Rey, Las Vegas, NV 89102

New Hampshire -
St. Paul's School, Concord, NH 03301

New Jersey -
Kearny HS, 336 Devon St., Kearny, NJ 07032
Morristown HS, 50 Early St., Morristown, NJ 07968

New Mexico -
Albuquerque Public Schools, 807 Mountain Road NE, Albuquerque, NM 87102

New York -
Bronx HS, of Science, 75 W. 205th St., Bronx, NY 10468
The Chapin School, 100 East End Ave., New York, NY 10028
Colonie Central HS, 100 Hackett Dr., Albany, NY 12205
Commack HS, Townline Rd & Scholar Lane, Commack, NY 11725
Curtis HS, Hamilton Ave., & St. Marks Place, Staten Island, NY 10301
Dawnwood School, Centereach HS, 43rd St., Centereach, NY 11720
East HS, 1801 Main Street East, Rochester, NY 14609
Francis Lewis HS, 58-20 Utopia Parkway, Flushing, NY 11365
Franklin K. Lane HS, 999 Jamaica Ave., Brooklyn, NY 11208
Hillcrest HS, 160-05 Highland Ave., Jamaica, NY 11432
John Bowne HS, 63-25 Main St., Flushing, NY 11362
John Dewey HS, 50 Avenue X., Brooklyn, NY 11215
John Jay HS, 237 7th Ave., Brooklyn, NY 11215
Kenmore East SHS, 350 Fries Rd., Tonawanda, NY 14150
Kenmore West SHS, 33 Highland Parkway, Kenmore,NY 14223
Midwood HS, Bedford Ave. & Glenwood Rd., Brooklyn, NY 11210
Newfield SHS, Marshall Drive, Selden, NY 11784
North Tonawanda SHS, 405 Meadow Dr., North Tonawanda, NY 14120
Owego Free Academy, Owego, NY 13927
Port Richmond HS, Innis St. & St. Joseph Ave., Staten Island, NY 10302
Prospect Heights HS, 883 Classon Ave., Brooklyn, NY 11225

Riverdale Country School, 5250 Fieldston Rd., Bronx, NY 10471
Stuyvesant HS, 345 East 15th St., New York, NY 10003
Townsend Harris HS, 65-30 Kissena Blvd., Flushing, NY 11367
Williamsville East HS, 151 Paradise Rd., East Amherst, NY 14051
Williamsville North SHS, 1595 Hopkins Rd., Williamsville, NY 14221
Wilson Magnet, 501 Genesee St., Rochester, Rochester, NY 14611

North Carolina -
Charlotte County Day School, 1440 Carmel Rd., Charlotte, NC 28226
Enloe HS, 128 Clarendon Cresc. Raleigh, NC 27610

Ohio -
E.L. Bowsher HS, 3548 S. Detroit Ave., Toledo, OH 43614
Fort Hayes Metropolitan Ed. Cen., 546 Jack Gibbs Bl., Columbus, OH 43215
Libbey HS, 1250 Western Ave., Toledo, OH 43609
West Technical HS, 2201 W. 93rd St., Cleveland, OH 44102

Oklahoma -
Booker T. Washington HS, 1631 E. Woodrow Place, Tulsa, OK 74106

Oregon -
Aloha HS, P.O. Box 200, Beaverton, OR 97075
Banks HS, P.O. Box 458, Banks, OR 97106
Butte Falls HS, 625 Fir St., Butte Falls, OR 97522
Cleveland HS, 3400 SE 26th Ave., Portland, OR 97202
Corvallis HS, 836 N.W. 11th St., Corvallis, OR 97330-6096
Crescent Valley HS, 4444 NW Highland Dr., Corvallis, OR 97330-9735
Forest Grove HS, 1401 Nichols Ln., Forest Grove, OR 97116
Gladstone HS, 18800 Portland Ave., Gladstone, OR 97027-1698
Grant HS, 2245 NE 36th Ave., Portland, OR 97212
Gresham HS, 1200 N. Main Ave., Gresham, OR 97030-3899
Hillsboro HS, 3285 SW Rood Bridge Rd., Hillsboro, OR 97123
Huntington HS, Box 366, Huntington, OR 97907
Imbler HS, P.O. Box 164, Imbler, OR 97841
Lake Oswego HS, 2501 SW Country Club Rd., Lake Oswego, OR 97034
Lakeridge HS, 1235 SW Overlook Dr., Lake Oswego, OR 97034-0339
Lincoln HS, 1600 SW Salmon St., Portland, OR 97205
Madras HS, 650 10th St., Madras, OR 97741-1525
McKay HS, 2440 Lancaster Dr. NE, Salem, OR 97305-1292
McKenzie HS, 51187 Blue River Dr., Finn Rock, OR 97488-9606
McMinnville HS, 615 E. 15th St., McMinnville, OR 97128-3399
McNary HS, 505 Sandy Drive N, Salem, OR 97303-5398
North Medford HS, 1900 N. Keeneway Dr., Medford, OR 97504
North Salem HS, 765 14th St., NE, Salem, OR 97301-2699
Riverside HS, P.O. Box 140, Boardman, OR 97818-0140
Sam Barlow HS, 5105 SE 302nd Ave., Gresham, OR 97030-8927
Sandy Union HS, 17100 Bluff Rd., Sandy, OR 97055
Sheldon HS, 2455 Willakenzie Rd., Eugene, OR 97401-4898
South HS, 1910 Church St., S.E., Salem, OR 97302
South Eugene HS, 400 E. 19th Ave., Eugene, OR 97401-4190
South Medford HS, 815 S. Oakdale Ave., Medford, OR 97501
Sunset HS, P.O. Box 200, Beaverton, OR 97075
Waldport HS, P.O. Box 370, Waldport, OR 97394
Warrenton HS, Rt. 1, Box 2151, Warrenton, OR 97146
West Albany HS, 1130 Queen St., Albany, OR 97321
West Linn HS, 5464 W. A St., West Linn, OR 97068
Wilson HS, 1151 SW Vermont, Portland, OR 97219

Pennsylvania –
Schenley Int'l Studies HS, 4410 Bigelow Blvd., Pittsburgh, PA 15213

Texas –
Albert S. Johnston HS, 1112 Arthur Stiles Rd., Austin, TX 78721
Skyline HS, 7777 Forney Rd., Dallas, TX 75227
Houston ISD, 3820 Richmond Ave., Houston, TX 77027
R.L. Paschal HS, 3001 Forest Park Blvd., Fort Worth, TX 76110

Utah –
American Fork HS, 510 N. 6th East, American Fork, UT 84003
Judge Memorial Catholic HS, 650 S. 1100 East Salt Lake City, UT 84102
Murray HS, 5440 S. State St., Murray, UT 84107
Provo HS, 1125 N. University Ave., Provo, UT 84604

Vermont –
St. Johnsbury Academy, 7 Main St., St. Johnsbury, VT 05819

Virginia –
B.T. Washington HS, 1111 Park Ave., Norfolk, VA 23504
H.B. Woodlawn Secondary Prog., 4100 N. Vacation Ln, Arlington, VA 22207
Lake Taylor HS, 1384 Kampsville Rd., Norfolk, VA 23502
Lloyd C. Bird HS, 10301 Courthouse Rd. Extended, Chesterfield, VA 23832
Maury HS, 322 Shirley Ave., Norfolk, VA 23517
Monacan HS, 11501 Smoketree Dr., Richmond, VA 23235
Oakton HS, 2900 Sutton Rd., Vienna, VA 22180
Stadium HS, 111 North E St., Tacoma, WA 98403
Thomas Jefferson HS, 6560 Braddock Rd., Alexandria, VA 22312
Wakefield HS, 4901 S. Chesterfield Rd., Arlington, VA 22206
Washington–Lee HS, 1300 N. Quincy St., Arlington, VA 22201
West Springfield HS, 6100 Rolling Rd., Springfield, VA 22152
Woodson HS, 9525 Main St., Fairfax, VA 22031
Yorktown HS, 5201 N. 28th St., Arlington, VA 22207

Washington –
Bainbridge HS, 9330 NE High School Rd., Bainbridge Island, WA 98110–2699
Bellevue HS, 601–108th Ave., Bellevue, WA 98004
Bellingham HS, 2020 Cornwall Ave., Bellingham, WA 98225
Blanchet HS, 8200 Wallingford Ave., N., Seattle, WA 98103
Bothell SHS, 18125 92nd, NE, Bothell, WA 98011
Capital HS, 2707 Conger, Olympia, WA 98502
Cascade HS, 801 Casino Rd., Everett, WA 98203
Charles Wright Academy, 7723 Chambers Creek Rd., Tacoma, WA 98467
Cleveland HS, 5511–15th Ave. S., Seattle, WA 98108
Colton HS, Box 115, Colton, WA 99113
Columbia HS, Box 7, Hunters, WA 99137
Coulee–Hartline HS, P.O. Box 428, Coulee City, WA 99115
Crescent HS, P.O. Box 2, Joyce, WA 98343
Davis HS, 212 S. 6th Ave., Yakima, WA 98902
Decatur HS, 2800 SW 320th St., Federal Way, WA 98023
East Valley HS, E. 15711 Wellesley, Spokane, WA 99216
Eastmont HS, 955 3rd St., NE, East Wenatchee, WA 98801
Elma HS, 30 Elma–Monte Rd., Elma, WA 98541
Everett HS, 2416 Colby Ave., Everett, WA 98201
Federal Way SHS, 30611 16th Ave., S., Federal Way, WA 98003
Ferris HS, 3020 E. 37th Ave., Spokane, WA 99223

Franklin HS, 3013 S. Mt. Baker Blvd., Seattle, WA 98144
Garfield HS, 400 23rd Ave., Seattle, WA 98122
Hazen SHS, 1101 Hoquiam Ave., NE, Renton, WA 98056
Hudson's Bay HS, 1206 E. Reserve St., Vancouver, WA 98661
Inglemoor SHS, 15400 Simonds Rd., NE, Bothell, WA 98011
Ingraham HS, 1819 N. 135th St., Seattle, WA 98133
Interlake HS, 16245 NE 24th, Bellevue, WA 98008
Jenkins HS, P.O. Box 47, Chewelah, WA 99109
Kent–Meridian HS, 9800 SE 256th St., Kent, WA 98031
Kentridge HS, 12430 SE 208th, Kent, WA 98031
Kentwood HS, 25800 164th SE, Kent, WA 98032
Lake Washington HS, 12033 NE 80th, Kirkland, WA 98033
Lakeside Upper School, 14050 First Ave. NE, Seattle, WA 98125
Lewis & Clark HS, W. 521 4th Ave., Spokane, WA 99204
Lincoln HS, 701 S. 37th St., Tacoma, WA 98408
Lindbergh HS, 16426–128th Ave. SE, Renton, WA 98055
Mark Morris HS, 28th & Lilac St., Longview, WA 98632
Mary M. Knight HS, Rt 1, Box 134, Elma, WA 98541
Marysville–Pilchuck HS, 5611 108th St., NE, Marysville, WA 98270
Miller HS, 1302 North St., SE, Olympia, WA 98501
Moses Lake HS, 803 E. Sharon Moses Lake, WA 98837
Mt. Baker HS, P.O. Box 95, Deming, WA 98244
Neah Bay HS, P.O. Box 96, Neah Bay, WA 98357
North Central HS, 1600 N. Howard St., Spokane, WA 99205
North Thurston HS, 600 Sleater–Kinney Rd., NE, Lacey, WA 98506
Oakesdale HS, Box 228, Oakesdale, WA 99158
Onalaska HS, 540 Carlisle, Onalaska, WA 98570
Port Townsend HS, Port Townsend, WA 96368
Prairie HS, 11500 NE 177th Ave., Brush Prairie, WA 98606
Renton HS, 400 S. Second St., Renton, WA 98055
Riverside HS, RR1, Box 277, Chattaroy, WA 99003
Royal HS, Box 486, Royal City, WA 99357
Seattle Preparatory School, 2400 11th Ave., E, Seattle, WA 98102
Shorecrest HS, 15343–25th Ave. NE, Seattle, WA 98155
Shorewood HS, 17300 Fremont N., Seattle, WA 98133
Timberline HS, 20 Mullen Rd., SE, Olympia, WA 98503
Toledo HS, Toledo, WA 98591
Wahluke HS, Box 907, Mattawa, WA 99344
Wellpinit HS, Box 390, Wellpinit, WA 99040
Wilbur HS, Box 1090, Wilbur, WA 99185
West Seattle HS, 4075 SW Stevens, Seattle, WA 98116
Woodinville HS, 19819 136th Ave., NE, Woodinville, WA 98072

Wisconsin –

Franklin HS, 8222 S. 51st St., Franklin, WI 53132
Merrill SHS, 106 Polk St., Merrill, WI 54452
Riverside University HS, 1615 E. Locust St.,Milwaukee, WI 53211
Wauwatosa East HS, 7500 Milwaukee Ave., Wauwatosa, WI 53213
Wauwatosa West HS, 11400 W. Center, Wauwatosa, WI 53222
West HS, Madison, WI 53705

-- Compiled by Barbara Shenk for the Center for Improvement of Teaching of Japanese Language and Culture in High School, University High School, 1212 West Springfield Ave., Urbana, IL 61801.

12/89

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JAPANESE LANGUAGE TEACHERS NETWORK
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日本語教師ネットワーク

NEWSLETTER OF THE JAPANESE LANGUAGE TEACHERS NETWORK

Vol. 5 No. 1 February 1990

* * SPRINGTIME REJUVENATION FOR TEACHERS * *

We frequently hear Japanese teachers say, "I feel so isolated. I have no one to talk to." In areas of the country where Japanese programs are just beginning to flourish, there may be only one Japanese teacher in a town and only a few in the state. Even supportive school administrators and helpful colleagues cannot provide the special kind of support that can only come from other teachers who understand firsthand the particular joys and frustrations of teaching Japanese to American youngsters. Spending a few hours together sharing ideas, materials, and concerns can provide a fresh perspective and a real lift--a spring tonic for teachers heading into the final months of the school year.

Making arrangements for an informal meeting requires relatively little time and resources. Even a group of three teachers is not too small for the valuable kind of interaction that can take place at such a gathering. What it takes to get started is one teacher who is willing to do a little planning to bring a group of teachers together.

If you are that teacher, here are some tips to help you with your planning:

1. If you keep the arrangements simple, you will find that you can easily handle things yourself. However, if you know someone who would be willing to be your "planning partner," invite him or her to help you make arrangements, select discussion topics, and issue invitations.

2. Saturday is usually a good day for teachers to meet. Before selecting a date, check the calendar for foreseeable conflicts.

3. It is best to invite participants about four to six weeks in advance. Your letter might include a suggested agenda, a tear-off reply form and directions to the meeting place. Perhaps your school would be willing to provide postage or the use of a telephone.

4. Consider inviting teachers within a radius of 150 to 200 miles. A traveling distance of three hours by car is reasonable for a one-day meeting. Your meeting could begin at 10 a.m. and conclude by 3 p.m., allowing even the most distant travelers to reach home by dinnertime.

5. Since many teachers are not reimbursed by their school districts for professional travel expenses, it is a good idea to try to keep costs down. Many schools, churches, and community centers will provide space for Saturday meetings at no charge. If the group is small enough, you may prefer to meet in someone's home.

6. A simple topical agenda announced in advance will help to focus discussion. Encourage participants to bring with them any materials relevant to the announced topics. It is also important to include ample time for open discussion. Begin with brief introductions so that participants can describe their own programs.

7. Some possible discussion topics might include textbooks, audio-visual materials, teaching writing, vocabulary-building, developing oral proficiency, presenting culture, songs, and classroom games.

8. If the group is fairly large, one person should serve as facilitator, to keep track of time and topics. If the group decides to meet again, this responsibility could revolve among the members.

9. At future meetings, you might want to have brief presentations by members of the group on a particular classroom activity that has worked well for them, for example.

10. It's always a nice idea to begin with coffee, tea, and pastries so that participants can relax and get acquainted with each other (or renew old acquaintances). If the group is somewhat large, name tags should be provided.

11. There are a number of simple and reasonably priced options for lunch: ask everyone to contribute towards pizza; adjourn to a nearby Chinese restaurant and share a variety of dishes; ask the local deli to prepare box lunches; or if you are really fortunate, order obento. An old-fashioned "pot-luck" is another way to provide a delicious and varied meal at minimal cost.

12. Provide a list of the names and addresses of everyone attending so that participants may easily keep in touch with each other. After the first meeting, there will no doubt be many willing volunteers to help organize future get-togethers.

If meeting with other Japanese teachers sounds like a good idea, don't wait for someone else to get things rolling. Take out your calendar and begin to look at possible dates. The Center will be happy to provide you with the names and addresses of teachers in your area. (And, please let us know how your meeting turns out!)

-- Carol Bond
Center Director

* * NEW TEXTBOOK TAKING SHAPE * *

Over the past three years Akiko Kakutani, Professor of Japanese at Earlham College (Richmond, Indiana), has been developing a textbook and supplementary materials for teaching Japanese in Indiana's high schools. The materials are an outgrowth of Earlham's commitment to help set up Japanese programs in Indiana's schools, train teachers, and provide ongoing support through regular meetings and workshops.

In order to write materials that were specifically appropriate for high school students, Professor Kakutani taught Japanese at Richmond High School. The resulting textbook presents lessons with short dialogs in kana, and grammatical explanations which are limited to usages illustrated by the dialogs. Patterns, phrases, vocabulary, and culture notes complete each lesson. Supporting materials include a teacher's guide, worksheets, cultural activity resources, and a kana workbook.

The preliminary version of these materials is currently undergoing revision and Professor Kakutani invites input from teachers who would like to examine the textbook. Examination copies of the textbook only are available for $5 from Akiko Kakutani, Earlham College, Richmond, IN 47374, (317) 983–1336.

* * MINERAL POINT LINKS UP WITH SERC * *

Three days a week the Satellite Educational Resources Consortium (SERC) beams a Japanese teacher into classrooms across the U.S. Since the fall of 1989, SERC has been distributing a Japanese language television course produced by Nebraska Educational Television. The program is designed particularly for high schools that do not have sufficient enrollments to justify hiring teachers or that simply cannot find qualified teachers.

Just how does the course work? We asked Elelya Hector, classroom facilitator for the Japanese class at Mineral Point High School in Wisconsin. Elelya, who also teaches computers to elementary school children, has some background in Japanese, having once lived in Japan. She is now eager to study more Japanese during the summer. Here is her report:

The SERC program is well organized and incorporates speaking, reading, writing and listening. The curriculum is challenging but not discouraging. The three components of the program that affect us are the broadcast itself, a "hotline" for basic procedural questions, and a center for telephone teachers.

Tim Cook is the TV teacher. He broadcasts three days a week for 50 minutes. The broadcasts are varied and maintain the interest of the four students in my class. He has four or five schools "on line" and questions individual students (by name) on topics that are in the assigned lesson. There are some review questions (the date, the time, the student's telephone number, etc.) that require different answers from each student. Most schools have sent Tim pictures of the class so he is able to personalize his questions. There are quizzes that are facilitator–corrected (he sends the answer key) and tests that are sent in to the central office.

Tim has "office hours" during which anyone may call and ask any questions about the language or course. He has never made me feel that my questions were foolish or unnecessary––and there have been many questions! He is a very personable young man who relates well to the high school age students. Tim's mother is Japanese and his father is American so he presents both cultures as his own. In short, he is a good teacher!

In addition to the three broadcast days, there are two telephone "bridge" classes a week. This class is twenty minutes long. Each section has a "telephone teacher" who evaluates the students on pronunciation and fluency in response to the questions he or she asks. Our "denwa sensei" has developed a close rapport with my students. She recognizes voices and makes the students feel that she really knows them. There are usually only two schools on at a time and the students are often asked to converse with each other--in Japanese. The tests and homework papers are sent to the telephone teacher who grades them and returns them to the school with comments and suggestions. She sends a grade on the oral participation every nine weeks.

As classroom facilitator, I distribute the graded papers, answer whatever questions I can, and handle the normal school activities such as attendance. We video tape each broadcast so that if a student is absent he or she can view the tape at home or in the media center during a study hall. This has also been a help when there is a broadcast and our school is not in session (such as on snow-days). We have some problem with schedules but they are being solved. This is our first year so some logistical problems can be expected.

The classroom facilitator is expected to do the homework, take the tests, and respond to the TV or telephone teacher as a student. It is a challenge and I enjoy it. In fact I find myself spending more time on Japanese than on my other responsibilities. But even that is a plus as my elementary students are very aware of the hiragana chart on my wall and often ask how to say various things in Japanese. They know that the language is taught in the high school and that some day they may take it too.

Cultural differences and similarities are presented with an emphasis on daily activities and school. Guest teachers appear with Tim so that our students are aware of a variety of accents and ways of speaking. There are also special cultural broadcasts that are presented at the beginning and end of the school year. Many of the segments were filmed by Tim during his recent visits to Japan. These present background information as well as serve as a buffer to compensate for the various school calendars that are observed in the many districts that participate in the program.

--Elelya B. Hector
Mineral Point High School

(Ed. Note: For more information on SERC, call 1-800-476-5001.)

* * YOUR TURN * *

In this issue we are launching a column devoted to problems specific to Japanese language teaching. In each issue we will publish a problem area submitted by a teacher and ask for your ideas on how it can be approached. We will print as many responses as we can. We begin with a question from Takuo Kinoshita, Japanese teacher at University High School in Urbana, Illinois:

What are some fun and effective ways to approach the teaching of counters (ie. ippiki, ichiwa, ippon, ichimai, hitotsu)?

Send your responses and/or questions to Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Ave., Urbana, IL 61801.

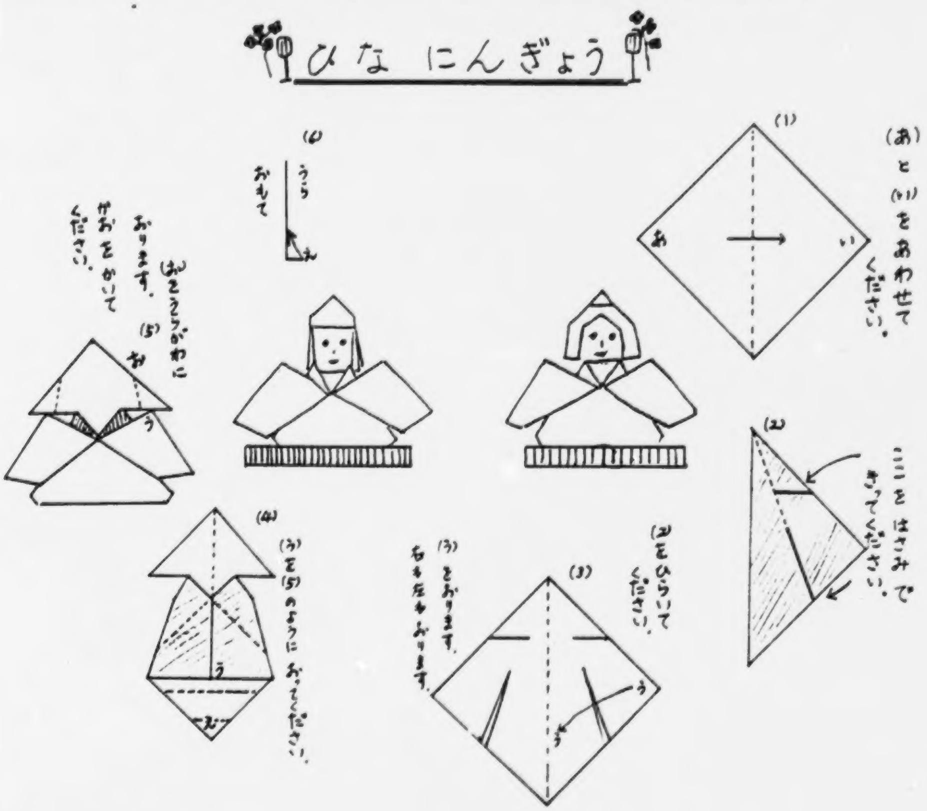
* * COMMUNICATING CULTURE * *

In this fast-changing world, tradition and long-celebrated festivals offer a sense of stability and a warmth of human touch to the study of language and culture. Holidays such as Hinamatsuri (Doll Festival or Girl's Day) on March 3 also provide opportunities for using language within a cultural context. Here are some suggestions for celebrating Hinamatsuri with your classes:

--Explain such aspects of the festival as: a) families display dolls of the Emperor and Empress and their court attendants in traditional costumes on a tiered display stand; b) doll sets are often handed down from generation to generation in the family; and c) parents display the dolls with a wish that their daughters grow in health and elegance.

--Show a film, slides, or magazine pictures illustrating aspects of Hinamatsuri or the Emperor and his court.

--Make origami versions of the Emperor and Empress using the pattern given below. Give your students instructions in Japanese while demonstrating each step.



Other dates to remember:

April 8	Hanamatsuri (Flower Festival or Birth of Buddah)
May 5	Kodomo no Hi (Boy's Day, or Children's Day)

--Takuo Kinoshita
University High School
Urbana, IL

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* * BE A STUDENT THIS SUMMER * *

It will be some time yet before many of us see the first crocuses of spring, but it is not too early to begin planning a summer that will be productive and memorable. If you could use a boost in your Japanese proficiency level, or some new teaching ideas and a chance to meet other Japanese teachers, consider enrolling in an intensive Japanese course or a workshop for teachers. Once again we have compiled a short list of colleges and universities offering intensive Japanese courses and those conducting workshops for Japanese teachers. This is by no means an exhaustive list of intensive language courses. You may wish to contact institutions close to home to see if they are offering the level of Japanese you need. Workshops for Japanese teachers will be harder to find. Please let us know if you hear of workshops other than the two we list here.

– Workshops for Teachers –

Cornell University

The Japanese Teacher Training Workshop will emphasize techniques, materials preparation, testing procedures, and linguistic analysis of Japanese. Opportunities for classroom practice will be provided. Advanced proficiency in both Japanese and English is required. June 25 through July 20. Tuition and fees: $950. Four credits. Application deadline: May 1. Contact Japanese Teacher Training Workshop, Department of Modern Languages and Linguistics, Cornell University, 203 Morrill Hall, Ithaca, NY 14853, (607) 255–6457.

Middlebury College

The Summer Workshop for Teachers of Japanese will present proficiency–oriented instructional methods with an emphasis on teaching techniques and the preparation of teaching materials. Applicants should be native or near–native speakers of Japanese who wish to acquire or improve teaching skills. Directed by Professor Seiichi Makino. July 22 through August 4. Total cost (tuition, room and board): $1,075. One graduate unit credit (three semester hours). Application deadline: May 1. Contact Janis Greene, Japanese School, Middlebury College, Middlebury, VT 05753, (802) 388–3711 – Ext. 5520.

– Intensive Japanese Language Programs –

Beloit College

The Center for Language Studies will be conducting intensive courses in beginning and intermediate Japanese. June 11 through August 14. Three units (twelve semester hours) credit. Total cost (tuition, double room, 14 meals per week): $3,360. Reduced rates are available for commuters. Contact Dr. Terance W. Bigalke, Director, Center for Language Studies 1990, Beloit College, 700 College Street, Beloit, WI 53511, (608) 363–2269 (call collect).

University of California, Berkeley

The Department of Oriental Languages will offer intensive instruction in Japanese at the elementary and intermediate levels. June 11 through August 17. Ten units. Tuition: $846. Contact Summer Sessions, 22 Wheeler Hall, University of California, Berkeley, CA 94720, (415) 642–5611.

Indiana University

The 1990 East Asian Summer Language Institute will offer intensive immersion instruction in the first three years of Japanese. Instruction at more advanced levels can be arranged if enrollments warrant. Nine weeks, June 8 through August 10. Ten credit hours. Total cost (including room and board): $2,700. Application deadline: March 15. Contact EASLI, Memorial Hall West 206, Indiana University, Bloomington, IN 47405, (812) 855–5246.

International Christian University, Tokyo, Japan

The Summer Program in Japanese Language will offer eight courses in: Basic Japanese I, II, III; Intermediate Japanese I, II, III; Advanced Japanese, and Special Kanji. Cultural enrichment activities enhance language study. July 4 through August 17. Total fees (application, tuition, dormitory: 260,000 yen. Application deadline: April 1. Contact the Japan International Christian University Foundation, 475 Riverside Drive, Room 1848, New York, NY 10115, (212) 870–2893. Participants will be able to purchase U.S.–Japan round–trip tickets on reduced–fare flights provided under the auspices of the Council on International Educational Exchange. Regarding CIEE flights, contact the Council Travel Center of the CIEE, 205 East 42nd Street, New York, NY 10017.

University of Michigan

The Department of Asian Languages and Cultures is offering First–, Second– and Third–Year Japanese. June 18 through August 24. Ten credit hours. Application deadline: March 1. Contact Department of Asian Languages and Cultures, 3070 Frieze Building, Ann Arbor, MI 48109–1285, (313) 764–8286.

Middlebury College

The Japanese School will be offering intensive immersion instruction in Japanese at five levels: Elementary, Basic Intermediate, Intermediate, Advanced and Advanced Speaking and Reading. June 8 through August 10. Four units (twelve semester hours) credit. Total fees (tuition, room and board): $4,480. Application can be made for financial aid. Application deadline: March 15. Contact Janis Greene, Japanese School, Middlebury College, Middlebury, VT 05753, (802) 388–3711 – Ext. 5520.

University of Minnesota

The East Asian Studies program will offer first– and second–year intensive Japanese. June 12 through August 22. Contact Summer Sessions, University of Minnesota, 135 Johnston Hall, 101 Pleasant Street S.E., Minneapolis, MN 55455, (612) 624–0007 or 624–3555.

University of Oregon

The Department of East Asian Languages and Literatures will offer first– and second–year Japanese. June 19 through August 31. Tuition: $921 for undergraduates, $1,556 for graduate students. Eighteen units quarter credit. University housing and meal plans available. Contact Risa Haberman, Department of East Asian Languages and Literatures, University of Oregon, Eugene, OR 97403–1233, (503) 686–4005.

University of Washington

The Department of Asian Languages and Literature is offering first- and second-year intensive Japanese. June 18 through August 17. Fifteen credits. Contact Youngie Yoon, Asian Languages and Literature, 225 Gowen Hall, DO-21, University of Washington, Seattle, WA 98195, (206) 543-4996.

University of Wisconsin

The Department of East Asian Languages and Literature will be offering a ten-week intensive course in second-year Japanese. Third semester begins June 11. Contact Naomi Hanaoka McGloin, University of Wisconsin, Department of East Asian Languages and Literature, Van Hise Hall, 1220 Linden Drive, Madison, WI 53706.

Yale University

The Summer Language Institute is offering Elementary and Intermediate Japanese. June 18 through August 10. Six hours credit. Tuition: $1,660. Application deadline if accompanied by Scholarship Request: April 1. Application deadline: June 1. Contact Yale Summer Programs, Box 2145 Yale Station, 53 Wall Street, New Haven, Connecticut 06520, (203) 432-2430.

* * SPECIAL NOTICE * *

In early April we plan to publish our annual Employment Supplement to the Newsletter. If your school or organization is looking for a Japanese language teacher or if you are currently seeking employment as a Japanese teacher, please send in your announcement by March 22 to Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Avenue, Urbana, IL 61801. In this issue we are printing the ads we have already received.

* * EMPLOYMENT OPPORTUNITIES * *

- Portland Public Schools seeks an elementary teacher to teach first grade in a full-day program as part of a district Japanese magnet school based on a partial immersion model. The position requires the teacher to be fluent in both Japanese and English and to be able to provide a developmentally appropriate program for six-year-olds. The teacher will be assisted by a paraprofessional. For more information contact Deanne Balzer, Elementary Magnet Program, Richmond School, 2276 S.E. 41st Avenue, Portland, OR 97214, (503) 280-6220 or (503) 280-7802.

- Portland Public Schools seeks a paraprofessional who is fluent in Japanese and English. Under supervision of a classroom teacher, the paraprofessional will provide cultural and instructional assistance in a kindergarten classroom where Japanese is spoken and written. For more information contact Deanne Balzer, Elementary Magnet Program, Richmond School, 2276 S.E. 41st Avenue, Portland, OR 97214, (503) 280-6220 or (503) 280-7802.

- St. Mark's School of Texas, a private college preparatory school for boys located in Dallas, is seeking a candidate to teach Japanese in its Lower School program (grades 3-4) beginning in the fall of 1990. The program is expected to expand in successive years to encompass a full-fledged program into the twelfth grade. Requirements include a master's degree or equivalent in the Japanese language and experience living in Japan. Contact Paul Weadon, Chairman, Language Department, St. Mark's School of Texas, 10600 Preston Road, Dallas, TX 75230, (214) 363-6491.

*	The Kansas City School District is contemplating the introduction of both Japanese and Chinese in its middle school and senior high program offerings for the 1990 school year. Two or three positions may be available. Interested applicants need to be near-native in their skills, and hold or be eligible for certification in Missouri. Send resume and letter to: Dr. Paul A. Garcia, Coordinator, Foreign Languages, 3710 Paseo, Rm. 212, Kansas City, MO 64109, (816) 968-4795.

*	Omaha Public Schools seeks Japanese teachers. Contact Jolene Pace, Omaha Public Schools, 3215 Cuming, Omaha, NE 68131, (402) 554-6213.

*	Norfolk Public Schools seeks an energetic and enthusiastic individual to teach beginning Japanese in high school. For information, contact Mrs. Ann Rolbin, Foreign Language Supervisor, School Administration Building, P.O. Box 1357, Norfolk, VA 23501.

* * ANNOUNCEMENTS * *

*	The Beloit College Center for Language Studies is currently exploring the possibility of offering a program of courses that could lead to teacher certification in Japanese. A major factor in making the decision will be potential demand for such a program from persons studying or planning to study Japanese language. Please direct serious expressions of interest in a certification program to Dr. Terance W. Bigalke, Center for Language Study, Beloit College, 700 College Street, Beloit, WI 53511.

*	Indiana University has received approval from the State Board of Education to offer a certificate for teaching Japanese at the secondary school level. For more information, please contact East Asian Languages and Cultures, Goodbody Hall 250, Indiana University, Bloomington, IN 47405.

*	Bonjinsha has an English version of its catalog of Japanese language teaching materials. Though a bit less detailed than the Japanese edition, it includes pictures of many of the items which can be helpful particularly in selecting supplementary materials. Publishers' advertisements in the back of the book are also useful. Order a catalog (Guide to Japanese Language Teaching Materials) today from Bonjinsha, JAC Building, Konan 5-5-35, Minato-ku, Tokyo 108 Japan, Tel: 03-472-2240, Fax: 03-472-2129.

*	Kanjimaster is a software program for learning to read and write over 325 kanji and hundreds of compound words. It features a browse mode, pronunciation drills, English meaning drills, reading drills (using hiragana), dictation drills, and stroke order practice. For use with Macintosh (Plus, SE, or II) with extended disk drive and Hyper Card 1.2X. Hard Disk recommended. $149.95. For information or a $10 Demo Disk, contact The Hyperglot Software Company, 505 Forest Hills Blvd., Knoxville, TN 37919, (800) 726-5087 or (615) 558-8270.

*	Students ages 11-18 will have an opportunity to study Japanese language and culture in Virginia this summer. Legacy International, a non-profit, international educational organization, is offering a two-week workshop in July. The students will live with Japanese friends and teens of many other cultural backgrounds. Each day they will take courses in Japanese language and culture and spend time with native Japanese speakers, taking meals and participating in recreational activities and discussions together. The cost is $880. For more information, contact Legacy International, Route 4, Box 265, Bedford, VA 24523, (703) 297-5982.

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NEWSLETTER OF THE
JAPANESE LANGUAGE TEACHERS NETWORK

Vol. 5 No. 2 May 1990

NEWSLETTER FACES UNCERTAIN FUTURE

This is our last year of funding from the Japan–United States Friendship Commission, which has since 1986 wholeheartedly supported our work on behalf of Japanese language instruction in U.S. secondary schools. Whether or not you receive future issues of the Japanese Language Teachers Network Newsletter depends on our success in securing new funding. Wish us luck! We are anxious to continue providing this service to teachers, school administrators, state officials and others with an interest in Japanese at this critical time of growth in Japanese language instruction in the United States. We hope to "see" you in the fall!

--Carol Bond
Director

IOWA-JAPAN ALLIANCE FEATURES JAPANESE LANGUAGE IN HIGH SCHOOLS

The Iowa–Japan Cultural Alliance is a three–year project (1989–92) of the Iowa Commission on Foreign Language Studies and International Education. The goal of the Alliance is to encourage the study of Japanese language and culture in the schools of the State of Iowa, and to increase among all Iowans an awareness of Japan's cultural heritage and the importance of its role in the modern world.

The general charge of the Commission, appointed in 1988 by Governor Terry E. Branstad and chaired by President Hunter R. Rawlings III of the University of Iowa, is to promote foreign language studies and international education in Iowa. By establishing partnerships among interested people in business, education, and state government, the Commission aims to create a climate in which Iowans will recognize the importance of learning about other languages and cultures. To heighten the effectiveness of statewide efforts to achieve this general goal, Commission members have decided, as a first project, to focus for a three–year period on a single language and culture.

The core project of the Iowa–Japan Culture Alliance is an ambitious effort to bring as many as ten well–prepared teachers of Japanese as a second language to Iowa in the summer of 1990 to teach for a period of one or more years in Iowa schools. These teachers, most of whom will probably come from Japan specifically for this project, will begin their work with a summer orientation at the University of Iowa, to introduce them to Iowa classroom culture and procedures and to expose them to teaching methods that have proved effective in teaching Japanese in U.S. classrooms. To help them in their acculturation, teachers of Japanese will be paired with experienced foreign language teachers in their districts who will act as mentors during their stay. Visiting teachers will also have an opportunity to work with two beginning teachers of Japanese from the University of Iowa's Critical Languages Program. All teachers of Japanese in the state will gather periodically for a weekend of socializing and program assessment.

The Alliance will also sponsor in communities throughout the state a variety of activities designed to heighten Iowans' interest in Japan and to deepen their understanding of many aspects of Japanese culture. These activities will include such things as workshops and seminars for Iowa teachers, conferences on Japanese business, traveling art exhibits, tours of performing artists, and "Japan festivals" designed to bring Japanese culture to as broad a cross–section of the general public as possible.

For more information contact Elizabeth Jerde, Program Coordinator, Iowa–Japan Cultural Alliance, 278 International Center, Iowa City, IA 52242.

ROCKEFELLER RECIPIENT SHARES MATERIALS

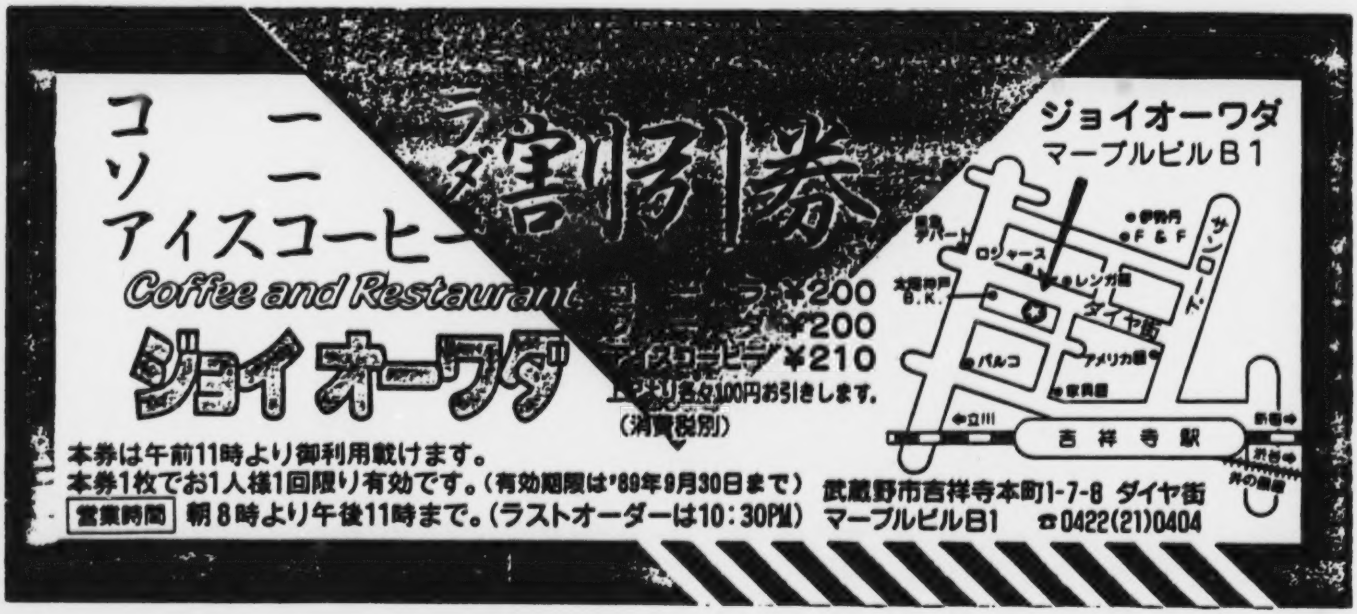
"Have Katakana Will Travel", "Reading a Tokyo Subway Map", and "An Invitation Card from a Beauty Salon" are some of the worksheet titles in *Realia–Based Japanese Reading and Writing Materials* written by teacher Cliff Darnall as a result of his studies and travels in Japan as a Rockefeller Fellow last summer. Designed for first and second year Japanese language students, the materials use authentic items such as advertising flyers, coupons, menus, and signs for practicing reading and writing Japanese. The exercises add interest and a sense of relevance to learning to read and write kana and kanji. Teachers may find these materials useful not only in the classroom, but also as a source of ideas for effectively using authentic items of their own. Following is a one–page sample of the worksheets. For a copy of all 29 pages of *Realia–Based Japanese Reading and Writing Materials*, please send $4.00 for shipping and handling to Elk Grove High School, 500 W. Elk Grove Blvd., Elk Grove Village, IL 60007. Make checks payable to Elk Grove High School.

Editor's Note: We would like to publish other excellent examples of teacher–made materials. Please send a copy of your materials to Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Avenue, Urbana, IL 61801.

That Coupon May Be Valuable!

Thanks to the strong yen, our dollar does not go very far, and the wise foreigner in Japan will take advantage of ways to cut corners. One is to take the handbills and coupons that are often being passed out to commuters and shoppers leaving a station.

The following is a 割引券 (わりびきけん). 割引 means "discount" and 券 means "ticket" or "coupon." Both could be called "survival kanji"!



コーラ
ソーダ
アイスコーヒー
割引券
Coffee and Restaurant
ジョイオーワダ

コーラ ¥200
ソーダ ¥200
アイスコーヒー ¥210
上より各々100円お引きします。
(消費税別)

本券は午前11時より御利用載けます。
本券1枚でお1人様1回限り有効です。(有効期限は'89年9月30日まで)
営業時間 朝8時より午後11時まで。(ラストオーダーは10:30PM)

ジョイオーワダ
マーブルビルB1

武蔵野市吉祥寺本町1-7-8 ダイヤ街
マーブルビルB1 ☎0422(21)0404

東急デパート
伊勢丹
F & F
サンロード
ロジャース
レンガ館
太陽神戸B.K.
ダイヤ街
パルコ
アメリカ館
家具館
←立川
吉祥寺駅
新宿→
渋谷→
井の頭線

1. What three products can you use this coupon for? ________________, ________________, and __________________________.

2. How much are you saving on each of the items. _____________

3. What are the restaurant's hours? _________ to _____.

4. What happens at 10:30 pm? ________________________________

5. The kanji 限 (げん or かぎり) means limit. It appears on the certificate several times, such as in front of the expiration date of the coupon. Write the date:

In Japanese: _________________ In English: ______________________________

6. The number 1 appears three times in the lower left-hand corner. By reading as many kanji as you can from that sentence, try to determine what that line says:

____

Incidentally, the reverse side of the coupon offers breakfast specials and is the topic of another worksheet.

Cliff Darnall, Elk Grove H.S., Elk Grove, IL 60007. (Rockefeller Foundation grant, 1989)

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YOUR TURN

In our last Newsletter issue we printed a question that one Japanese teacher wished to ask of other teachers. We were very pleased to receive two responses which we print here along with the question.

Question from Takuo Kinoshita, University High School, Urbana, IL: What are some fun and effective ways to approach the teaching of counters (ie. *ippiki, ichiwa, ippon, ichimai, hitotsu*)?

Response from Ann McCarthy, Washburn High School, Minneapolis, MN: Organize a scavenger hunt where groups of students must find things (or pictures of things) that use various counters. For example, a group is given ten minutes to find:

- 3 things that use the counter "*mai*"
- 2 things that use the counter "*hon*"
- 5 things that use "*hitotsu...*"
- 4 things that use "*nin*"

Response from Ritzu Shimizu, Sewickley Academy, Sewickley, PA: In order to teach the counter *hitori, futari, sannin...*, I taught a Japanese version of "One little Indian, Two little Indian..." It goes like this: "*Indian no Ojisan ga Indian no Ojisan ga Indian no kodomo o yobimashita. Hitori, futari, sannin, kimashita; yonin, gonin, rokunin kimashita,...*" Students may create —— *no* —— type noun phrases to generate their own versions of this song. For example: "*Madison koko no Jimu-kun ga Jimu-kun ga Domino no pizza o tabemashita. Hitotsu, futatsu, mittsu tabemashita; yottsu, itsutu, muttsu tabemashita...*"

To introduce the counter *-mai*, I taught my students to make and count origami shirts. I will be happy to send a sample origami shirt to Newsletter readers upon request.

There is a very pleasant song, "*Enpitsu ga Ippon.*" I am planning to use this song to teach *-pon.*

Editor's Note: Do you have a question regarding any aspect of teaching Japanese that you would like to ask of other teachers who read the Newsletter? Please send your question(s) to Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Avenue, Urbana, IL 61801.

TEACHERS TO SPEND SUMMER IN JAPAN

We congratulate the four Japanese language teachers who have been awarded Rockefeller Fellowships to study in Japan this summer. They are Beverly Findlay of Venice High School in Los Angeles; Cathleen Brooks of Rochester High School in Rochester, Michigan; Kimiko Nordstrom of the Career Enrichment Center in Albuquerque, New Mexico; and Masao Miyake of Gresham High School in Gresham, Oregon. Kimiko Nordstrom reports that she plans to attend a workshop in Osaka for teaching Japanese as a second language. She will also travel with her camera to develop a slide set to help her provide her students with a context for cultural terms that she uses in her classroom.

For information on applying for a Rockefeller Fellowship for the summer of 1991, contact the Rockefeller Fellowships for Foreign Language Teachers in the High Schools, Connecticut College, 270 Mohegan Ave., New London, CT 06320, 203/447-7800.

NEW RESOURCE LIST NOW AVAILABLE

The Center's list of Resources for Teachers of High School Japanese (first published in 1987) has been updated and expanded and is now available upon request. We have already sent the list to Japanese teachers at high schools with Japanese language programs. Items on the list were submitted by teachers who successfully used the materials in their classrooms. We hope to update and expand this list periodically and welcome your contributions. Please send us the following information on any materials you would like to recommend to other Japanese teachers: title, author, publisher, a brief description and/or your comments, number of pages, and cost (if possible). Send requests for copies of the list and/or items to contribute to Barbara Shenk, Japanese Languages Teachers Network, University High School, 1212 West Springfield Avenue, Urbana, IL 61801, 217/244-4808.

HIRAGANA GOES ON SALE

Hiragana, a 30-minute video tape introducing hiragana to beginning students, is now available at a reduced rate through July 20, 1990. During this time the price is $16.95 for Beta and VHS copies (reduced from $25.95). Produced by the Center for Improvement of Teaching of Japanese Language and Culture in High School, the video uses calligraphy, sound and mnemonic devices to present each of the 46 hiragana syllables. For a more detailed description of the video and/or ordering information, contact Randy Musselman, University High School, 1212 West Springfield Avenue, Urbana, IL 61801, 217/333-2870.

NEVADA TEACHER OFFERS SUGGESTIONS ON USING *HIRAGANA* VIDEO

We asked Karla Merrit, Japanese teacher at Bonanza High School in Las Vegas, to tell us how she uses the *Hiragana* video in her classroom. Karla reports that she lets the video do the actual teaching of the sound and stroke order of the hiragana. She presents one row at a time and then uses flash cards to drill for rapid recognition. For additional practice, she uses games such as "Snatch `n' Grab." For this game, flashcards are lined up in the chalk tray and students are divided into teams. Karla calls out a syllable and a student from each team runs to grab the correct card. A variation on this game is "Run `n' Write" where students must write the correct syllable on the board. As each additional row is taught, those syllables are added to the drills and games.

Karla also prepares worksheets with simple words using only the syllables learned. For a vocabulary game, she divides students into teams and gives each team a full set of flashcards for the syllables learned so far. She calls out a word (being careful not to have duplicate syllables in a word) and students go to the front of the room with their cards and stand in the correct order to form the word.

Karla adds that the video makes an excellent review tool for absent students or for those having difficulty learning the hiragana. They may come in after school to watch sections they missed.

The video is most effectively used in short segments along with other teaching techniques and resources.

LIST UPDATE NEEDS YOUR HELP!

The Center needs your help in updating our list of U.S. high schools with Japanese language programs. Our most recent list was published in the December, 1989 Newsletter (Vol. 4, No. 4) and the next update will likely be published next fall or winter. If you have or know of a new program that will begin in the fall, or if you know of programs we missed in our 1989 list, please tell us the name of the school, the address and zip code. Your help will be very much appreciated! Contact Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Avenue, Urbana, IL 61801, 217/244-4808.

SUMMER STUDY OPPORTUNITIES FOR STUDENTS, TEACHERS

* A Summer Institute in Japanese for high school students will be held at Williams College in Williamstown, Mass. Offered by the Critical Language and Area Studies Consortium, the six-week institute will use the immersion approach in its Japanese language instruction and cultural activities. Both beginners and those with previous knowledge are welcome to apply. Institute dates are June 26 – August 8, 1990; total program fees, $2725. Contact CLASC Summer Institute, The Experiment in International Living, Kipling Road, P.O. Box 676, Brattleboro, VT 05302-0676.

* A Japanese village will be among the language immersion villages offered this summer at the Arkansas International Languages Program for high school students. Program dates for Japanese are July 22 – August 2, 1990, and the fee is $515. Contact Dan McElderry, Director, Arkansas International Languages Program, Arkansas Tech University, Russellville, AR 72801-2222, 501/968-0639.

* Concordia Language Villages reports that as of April 25 there were a few openings left in two of the Mori-no-Ike Japanese Language Village immersion sessions this summer. The June 11-16 session is open to students aged 7-18, and costs $255. The credit session for high school students, June 18 – July 14, costs $1,170. Mori-no-Ike is located near Biwabik, Minnesota. For more information call 1-800/222-4750 (in Minnesota, 1-800/247-1044).

* A one-week institute will be offered for foreign language and social studies teachers on critical international issues that bear upon the regions of the world where Japanese, Chinese, Russian and Arabic are spoken. Sponsored by the Critical Language and Area Studies Consortium and the Peace and World Securities Studies Program at Hampshire College the institute will be held at Hampshire college in Amherst, Mass., June 25-29, 1990, with four follow-up sessions during the 1990-91 academic year. Registration fee, $25. Contact Marcia Vallee CLASC/PAWSS Summer Institute, c/o The Experiment in International Living, Kipling Rd., P.O. Box 676, Brattleboro, VT 05302, 802/257-4620, Ext. 3010.

EMPLOYMENT OPPORTUNITIES

- Green Bay Area Public Schools seeks a Japanese language teacher for a part-time (40%) position. If certified in a second area such as ESL, position could be full-time. Starts August 1, 1990, in order to allow time for curriculum writing and resource selection. Contact Dr. Krampschroer, Assistant Superintendent of Personnel, Green Bay Area Public Schools, 200 S. Broadway, Green Bay, WI 54303.

- Ball State University seeks a Japanese language and literature teacher. Send resume to Dr. Rita Gardiol, Chairperson, Department of Foreign Languages, Ball State University, Muncie, IN 47306.

- Hallandale High School seeks a part-time teacher to launch its Japanese program. Must be certifiable in Japanese in Florida. If certifiable in additional subject areas (such as social studies), a full-time position may be possible. Starts August 21. Send resume to Donald E. Cifra, 720 N.W. 9th Ave., Hallandale, FL 33009, 305/457-2600.

- University High School in Urbana, Illinois, seeks a Japanese teacher for a 50% appointment. B.S. in Japanese, Asian studies, linguistics, or related field, and evidence of effective teaching experience required. M.S. or equivalent training in Japanese or related field with native or superior oral proficiency in Japanese, knowledge of Japanese culture and American high school teaching experience preferred. Starting in August, 1990. Send letter and resume to Carol Bond, University High School, 1212 West Springfield Avenue, Urbana, IL 61801, 217/333-8203.

- Looking for a chance to spend some time in Japan and improve your level of Japanese language proficiency? Pine Bluff Sister Cities of Pine Bluff, Arkansas, seeks a teacher who can speak Japanese to teach English at the Junior High School in their sister city of Iwai in Ibaraki Prefecture. The length of the employment contract would be a minimum of two years. Contact Benny G. Scallion, President, Pine Bluff Sisters Cities, City Hall, 200 East 8th Avenue, Pine Bluff, Arkansas 71601.

EMPLOYMENT SOUGHT

- Susan Herndon seeks a position as a Japanese language teacher, preferably in a southern state. She holds an M.A. in Japanese studies from the University of Illinois and a B.A. in History from Vanderbilt University. She has also studied Japanese at Kansai Gaikokugo Daigaku in Osaka, Japan. Currently Ms. Herndon is the Outreach Coordinator at the Department of East Asian Studies at the University of Illinois. Contact Susan Herndon, 1018 East Kerr Avenue, #304, Urbana, IL 61801, 217/384-0206. After May 31, 1990, contact Ms. Herndon at 5398 Southwood Drive, Memphis, TN 38119, 901/682-6877.

ANNOUNCEMENTS

- Japanese language teachers will again be invited to meet together at the next annual ACTFL Conference in Nashville, November 17-19, 1990. In addition, there will be at least one presentation for Japanese teachers (by Ann McCarthy) on the conference program. Plan now to attend the Conference and to take the opportunity to meet other Japanese teachers, exchange ideas and concerns, examine new materials, and learn from each other's experiences. Watch for details on the meeting in the October issue of the Newsletter. For information on the ACTFL Conference contact Lee Bradley, SCOLT Executive Secretary, Valdosta State College, Valdosta, GA 31698, 912/333-7358.

- A reader writes: "I would like to contact any teacher who is actively using Hypercard programs (either purchased or developed) to teach kanji or other course content." Please call or write to Susan Yamanaka, 233 Howell Prairie Rd., Salem, OR 97301, 503/371-4673.

- The "KOKO (Konnichiwa Kodomotachi) Letter" is a monthly publication primarily for grade school children. The letters from "Mitsuko Obachan" tell American children about Japanese children, school, culture, customs, and words, with special attention given to seasons and holidays. Appropriate for home or elementary classroom use. Subscription rates, $15 per year for 12 issues. Contact KOKO Letter, P.O. Box 1256, Springdale, AR 72765.

- Yoshio Satoh, professor of Japanese at Normandale Community College in Minneapolis, has written a Japanese language textbook for high school and college students: *Joyful Japanese* (*Tanoshii Nihongo*) vol. I and II. Vol. I is a combination text and workbook using kana from the beginning along with romaji. Simple but clear drawings illustrate some vocabulary items, but translation is also used quite heavily. Each lesson has six components: basic sentences, vocabulary words, grammar explanations, oral drills, culture topics and grammar and vocabulary exercises. Vol. I (spiral-bound, soft-cover), 75 pages, $8.00. Teacher's manual and audio and video tapes also available. Distributed by JETS, Inc., P.O. Box 26626, Minneapolis, MN 55426.

CENTER TO CLOSE FOR SUMMER MONTHS

Because of its association with teachers and schools, publication of the JLTN Newsletter follows the schedule of an academic year. This then will be your last issue until October. Our staff will take a needed break in June, July, and August, and our office will reopen on August 21. After June 1, urgent messages may be left at 217/333-2870. Correspondence arriving during the summer months may not be answered until late August or early September, so please be patient. Enjoy the summer!

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The Newsletter of the Japanese Language Teachers Network is a publication of the Center for Improvement of Teaching of Japanese Language and Culture in High School, which is funded by a grant from the Japan–United States Friendship Commission.

JAPANESE LANGUAGE TEACHERS NETWORK
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HELP SAVE A TREE!

In the interest of cutting back on the unnecessary use of resources, we would like to prune from our Newsletter mailing list anyone for whom the Newsletter is not relevant or useful. If you wish to have your name removed from the list, please check the box below and return this sheet with your mailing label to us. Your help will be most appreciated!

☐ Please remove my name from your mailing list.

日本語教師ネットワーク

Newsletter of the Japanese Language Teachers Network

Vol. 5 No. 3 October 1990

IMPORTANT ANNOUNCEMENT

Since 1986, we have been pleased to make the JLTN Newsletter available at no cost to recipients, thanks to the generous support of the Japan–United States Friendship Commission. As you may recall from our May issue, this funding is no longer available to us. While we believe strongly that relevant information should be easily accessible during this critical time of growth in Japanese programs in American schools, we are now faced with the reality of the marketplace. Effective immediately, we are asking newsletter *recipients* to become newsletter *subscribers* by paying a nominal fee in order to receive future issues. The subscription price of $10.00 includes four issues of the newsletter (December, February, May, October). For an additional $5.00, you will receive the Employment Supplement (March) and an updated list of Resources for Teachers of High School Japanese (April). You will find a subscription form on the last page of this issue. If you wish to remain on our mailing list, please complete the form and return it before November 21, 1990, with your check or money order to:

Randy Musselman
University High School
1212 West Springfield Avenue
Urbana, IL 61801.

Please note: This will be your final issue of the JLTN Newsletter unless we hear from you by November 21, 1990.

Subscription fees will help to defray the costs of publishing the newsletter and maintaining the Japanese Language Teachers Network, but will not come close to covering all of our expenses. We would certainly welcome additional contributions, if that is within your means.

You may wish to consider requesting a college or university library to subscribe to the JLTN Newsletter, particularly where there are programs in Asian Studies or Japanese language.

While photocopying the newsletter is still permissible, it would be beneficial to our budget if those of you who have been regularly receiving photocopies of the newsletter from friends and colleagues, would return the enclosed subscription form and fee for the coming year.

* * * * * * *

You may be interested in knowing just who are the nearly 1000 recipients of the JLTN Newsletter. Well over half of you are educators--primarily secondary school teachers, but also elementary and middle school teachers, prospective teachers and college professors. Others who receive our newsletter include school administrators, curriculum supervisors, foreign language specialists in all 50 state offices of education, and representatives of foundations, exchange programs, publishing companies and professional organizations. Still others are individuals with a deep interest in Japan and in the Japanese language. We hope that the JLTN Newsletter can continue to provide an ongoing picture of the status of Japanese language instruction in U.S. schools for all of you, as well as practical information for educators.

We are grateful for the many phone calls and letters of support and appreciation that we've received from you. Each has given us renewed energy, encouragement and a solid sense of the value others place on our work.

Carol Bond
Director

CENTER RECEIVES GIFT FROM KANEKO FOUNDATION

The Kaneko Foundation has awarded a $4,000 grant to the Center to support the publication of the Japanese Language Teachers Network Newsletter. The gift from the Kaneko Foundation has enabled us to publish our October issue on schedule. We are very grateful to the Kaneko Foundation for its generous support.

SUMMER PROGRAMS INSPIRE STUDENTS

Each year there are more and more opportunities for high school students to study Japanese during the summer. In previous years we have reported on Mori-no-Ike, the Japanese Language Village of the long established Concordia International Language Village Program in Minnesota, as well as the P.A.L. (Passport to Adventures in Language) camp in Michigan. This year we have received reports from two new summer programs, one from each coast.

Massachusetts Institute Prepares Students For Future

The Critical Languages and Area Studies Consortium (CLASC) sponsored an intensive six-week Japanese Language and Culture Summer Institute for twelve 11th and 12th grade students at Williams College in Williamstown, Massachusetts. Under the direction of Professor Emiko Konomi, students completed the equivalent of one college semester of Japanese language instruction. The students, who are preparing to go to Japan for further study next summer, were very enthusiastic about their progress in learning to speak Japanese.

The 1990 summer institute was the first segment of a two-year model. The program is designed to prepare high school students who wish to continue their study of Japanese language and culture in college and then to incorporate their skills and knowledge into a career.

A unique component of the program was the opportunity for institute participants to meet on two occasions with a group of thirty high school students from Japan. The Japanese students were part of a program sponsored by the Experiment in International Living (Brattleboro, Vermont) in which each student attends an American high school for one year. Meeting together was a highlight for both groups, who enjoyed sharing information about their schools, cultures and interests. One common interest they discovered was their passion for music and dancing!

CLASC is a consortium of educational institutions committed to the promotion of Japanese, Chinese, Arabic and Russian at the secondary school level. For more information, please contact Marcia Vallee, CLASC, The Experiment in International Living, Kipling Road, P.O. Box 676, Brattleboro, Vermont 05302, 802/257-7751, Ext. 3010.

Heiwa Mura Comes To Life In Washington State

This summer 82 high school students from Washington and Oregon spent one week speaking, reading, and playing in Japanese. The students were attending the Total Immersion Japanese Language and Culture Camp called Heiwa Mura (Peace Village), sponsored by the Japan-America Society of Washington.

Before entering Heiwa Mura, students received passports and were required to pass through immigration procedures, as they would in Japan. After the first afternoon, the use of English was discouraged, and daily awards were given to students who spoke the most Japanese. Each day students were awakened by the *ton ton* of a *taiko* drum to get in line for a traditional breakfast of rice, *miso* soup, *nori*, and *natto*. After breakfast, *rajio taiso* warmed up the students mentally and physically for intensive language sessions and presentations on aspects of Japanese life, history, geography and culture. Afternoons were devoted to classes in *aikido*, *haiku*, calligraphy, cooking, *ikebana*, dance, tea ceremony, *koto*, and Japanese word processing.

During their free time campers could purchase Japanese snacks with real Japanese yen at the Camp store, play volleyball and softball (no English infield chatter allowed) and read Japanese books or watch videos. After a typical dinner of fish, rice and *miso* soup, students might watch a Japanese movie, practice *karaoke*, play Monopoly and Clue in Japanese or learn *origami*. Use of Japanese did not end when the students went to bed--rumor has it that several students talked in their sleep--in Japanese!

Four years of planning by the Japan Society's Educational Affairs Committee culminated in an intensive fundraising effort to meet the Camp's budget. Camp Project Coordinator, Jan Martindale, is currently working with an outside evaluator to determine whether goals for the project were met and to make recommendations for the future. The evaluation report, which will also contain a copy of the original curriculum, will be published before the end of the year. If you would like a free copy of the report, please contact Japan-America Society, 600 University St., Suite 2420, Seattle, WA 98101-3163, or call 206/623-7900.

LETTER FROM A FRENCH TEACHER:
Utah's Japanese Teachers Organize

Art Burnah, French teacher and foreign language coordinator at Provo High School (Utah), has been instrumental in organizing Japanese teachers in his state and in Nevada. We enjoyed Art's letter so much, that we've asked his permission to share it with you:

> Thought I'd give you a report on our TWO, count'em, TWO workshops.
>
> On May 1st ten of us met at the Provo School district office. This is the first time everyone had met everyone else! Two of the teachers are not currently teaching Japanese but will begin next year or the year after. Karla [Merritt] came up from Las Vegas. The others are locals. We talked methodology, I explained proficiency, gave them the ACTFL Japanese materials and some audio tapes and we decided we needed to be organized. We set another meeting for May 12.
>
> By that time I had found two additional teachers and they both came so we had twelve of us but I don't count because I'm a French teacher. They all brought ideas to share and we didn't get anywhere near finished. They went through my visuals and we copied about four reams of visual aids for everyone. Then the Japanese teachers read through a sample constitution, nominated officers...and away we go.
>
> In my Russian grant we had set aside $2000 for Japanese. I was able to spend that on these teachers by paying their time, travel and materials for these two workshops. Now I'll bow out because I think they'll self-sustain. I'll see Nick Pond each month at our state meetings . . . he's a real go-getter and I think the Japanese teachers are in excellent hands.
>
> One of our teachers, Renee Genereux, who teaches at a private school, has a two-month Fulbright to Japan this summer. Another, Dave McKee, has a full schedule of Japanese next year after only one year of teaching. He's incredible.
>
> We're really excited about what's happening to Japanese in our area and we'll keep you posted.

The organization is now rolling and growing and very eager to include teachers from neighboring states. Please contact Nick Pond, President, Intermountain Association of Japanese Language Teachers, Murray High School, 5440 South State, Murray, UT 84107. We applaud Art Burnah, Nick Pond and others like them who are facilitating state and regional gatherings of Japanese teachers. We'd love to hear from all of you!

CENTER STAFF UPDATE

The Center is pleased to welcome Christopher S. Thompson as a member of our staff. Chris serves as Japanese Language Teaching Specialist for the Center and also teaches the Japanese I course at University High School. Chris was born in Kyoto and is bilingual in Japanese and English. After attending Japanese elementary school and the American School in Japan, Chris attended Earlham College in Richmond, Indiana, where he earned a B.A. in Sociology/Anthropology and later pursued graduate studies in Teaching Japanese as a Foreign Language. At Earlham he assisted in the development of a high school level textbook currently being used in many Indiana schools. In 1986, Chris implemented the first high school Japanese language program in the State of Florida (St. Paul's School, Clearwater), and also developed a course in East Asian Studies. From 1988 to 1990 Chris developed and taught Japanese programs in four high schools in the Lafayette, Indiana, area. Chris has experience in curriculum development, organizing student exchange and travel programs, and simultaneous interpreting. He has even coached basketball and taught roller–skating in Japan!

Chris will be a regular contributor to the Newsletter.

TEACHER TO TEACHER

In this issue of the newsletter we are launching a new column in which I would like to discuss Japanese language teaching from the viewpoint of a classroom teacher. My hope is that this can be a medium through which we can highlight issues that are at the heart of improving Japanese language instruction at the secondary level. Please share with me and newsletter readers your thoughts and concerns, insights and experiences.

This fall I am trying out a new way to review *hiragana* and *katakana*. This technique can be utilized for *kanji* review as well. It's called 仮名感覚 (*kana kankaku*) or *kana* sensing.

The central component of this game is quite simple. Using his or her finger, a teacher or a student writes a single *kana* on another participant's back. This second participant then tries to guess the *kana*.

Kana kankaku is based on informal games that many Japanese children play. However, a little imagination can turn it into a classroom game or review activity. For example, a teacher can face a volunteer toward the class, write the *kana* on the board for the class to see, then draw the *kana* on the volunteer's back. The volunteer must then guess what the *kana* is. If the guess is correct, the class says はい、そうです. If the answer is incorrect, the class can say, いいえ、ちがいます. Students are eager to take their turns at guessing.

Another variation is to divide the class into teams that challenge each other. You don't have to limit yourself to a single *kana*. Three– or four–*kana* words can be used as well. *Kanji* is admittedly more difficult, but I'm going to try it. If you come up with other rules or variations on *kana kankaku*, please let me know.

Another idea for the new school year: I think most of us are always looking for better ways to explain particles, conjunctions and other aspects of Japanese grammar. Although you may already have several dictionaries on hand, you may want to consider adding *A Dictionary of Basic Japanese Grammar*, by Makino and Tsutsui (Japan Times, 1986), to your collection. I find it very useful for several reasons.

First of all, grammatical items are listed in *hiragana* order, and written in *romaji* for easy access. Secondly, each entry is presented in a format that is clear and easy-to-understand, so you don't have to read through paragraphs of information to find out what you want to know. Both of the authors are practicing Japanese language instructors as well as linguists, so they present information in a way that is useful to us as language teachers.

What techniques and materials do you use? Let me know. Until next time,
さようなら、さようなら、さようなら！

Chris Thompson
University High School
1212 West Springfield
Urbana, IL 61801

NEW PUBLICATIONS: A TEXTBOOK AND A MAGAZINE

Japanese for Everyone, A Functional Approach to Daily Communication, is a new textbook published by Gakken. While not written specifically for high school students, it contains many good teaching ideas and may prove to be more accessible than most college texts. The textbook contains 27 lessons, each consisting of 1) dialogues in Japanese, 2) vocabulary, 3) dialogue comprehension exercises, 4) English translation of dialogues, 5) functional explanations, 6) grammatical notes, when necessary, 7) reading comprehension exercises, and 8) listening comprehension exercises. Illustrations demonstrate usages and present situations for practice. Listening comprehension exercises incorporate taped material and illustrations. *Kana* is used from the beginning, and *kanji* is introduced gradually. The dialogues, which are fairly long, follow a North American couple who move to Japan on business.

The price for the hardcover textbook is $24.95 and the set of four 60-minute cassettes, $55.00. Examination copies of the textbook are available to teachers at $2.00 for a good quality paperback or $5.00 for hardcover. Contact Wendy Gilbert, Special Projects Manager, Kodansha International USA, 114 Fifth Avenue, New York, NY 10011, 212/727-6460.

Mangajin is a three-issue-old magazine launched this summer from Atlanta, Georgia. As the title suggests, *manga* (Japanese comics) are the heart of the magazine. What makes the magazine unusual is that it introduces *manga* to students of Japanese and uses comics as a tool of supplemental instruction in both language and culture. Upper level high school students (and teachers) will have so much fun with the *manga*, they will forget they are learning! Even those who are not great fans of *manga* will note their effectiveness in depicting details of everyday Japanese culture and in illustrating various uses of verbal expressions. In one issue, for example, in the section on Basic Japanese, four pages of *manga* frames and explanations are devoted to the various uses of *sumimasen* ("excuse me"). All *manga* are printed in the original Japanese with *romaji* readings, translations and explanatory notes on the side. Other features of the magazine include book reviews and articles on aspects of Japanese popular culture.

A one-year (10 issue) subscription is $30 in the U.S. Single copies are available for $4.50. Contact *Mangajin*, P.O. Box 10443, Atlanta, GA 30319.

HIRAGANA TAKES BLUE RIBBON

We are proud to announce that early this summer the Center's *Hiragana* video took the top prize in the "Language Arts: Foreign Language" category of the 32nd Annual American Film and Video Festival, held in San Francisco. The festival is sponsored by the American Film and Video Association. (We must also report in all modesty, that second place was won by a PBS production.) Many of you are familiar with the video designed to help teach *hiragana* to beginning students through the use of calligraphy and mnemonics. For more information, contact Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Avenue, Urbana, IL 61801, 217/244-4808.

JAPANESE TEACHERS TO MEET AT ACTFL '90

An informal meeting of Japanese teachers has been scheduled for Saturday, November 17, at the ACTFL '90 convention in Nashville. The meeting will be held at 4:45–6:00 p.m., in the Sam Davis Board Room. This will be an opportunity for you to exchange ideas with other Japanese teachers in an informal setting.

We are pleased to note that three of the scheduled sessions at ACTFL '90 will be specifically on Japanese topics: *How to teach Kanji* will be presented by Yukiyo Moorman and Yasuko Yoshida Nainan; *Teach a Topic, Any Topic*, by Ann McCarthy; and *A Special Articulation Session for Japanese and Russian Teachers*, by a panel including Yuriko Rollins. While you're there, don't miss the other sessions on the less commonly taught languages and on topics relevant to all foreign language teachers. For ACTFL '90 registration information, contact Lee Bradley, SCOLT Executive Secretary, Valdosta State College, Valdosta, GA 31698, 912/333-7358.

NEW JAPANESE HOMESTAY TRAVEL PROGRAMS ANNOUNCED

Adventures in Real Communication (ARC) has created an innovative homestay travel program in Japan, which will be available in 1991. Students will spend from two to four weeks in Japan with an optional two to four days in the Tokyo/Kyoto/Fuji areas. Students and their teachers will live with selected Japanese families, but will also have Japanese lessons and visit local schools. One of the communities eager to host American students next summer is Obihiro in Hokkaido.

The Japanese program is patterned after the successful and well-established ARC Homestay programs in France, Spain and Mexico. Pre-travel activities will help prepare students for the trip and ARC local representatives will accompany groups in Japan. Prices for the program will be $2200-3500. For information, call Bev Wattenmaker at 1-800/637-5859.

St. George International arranges cultural exchanges to central Japan. They will arrange roundtrip airfares, homestay accommodations, bus transportation, sightseeing tours, language proficiency adventures, and bilingual guide service, for any type of touring group. Rates are $1499 - $1699 (departing from San Francisco) for 11 - 13 nights in Japan. For more information (including a letter of endorsement from Utah teacher, Nick Pond), please contact St. George International, Inc., 468 West 145 North, St. George, Utah 84770, 801/628-4885.

ANNOUNCEMENTS

- You can help put Japanese language sessions on the program for the 1991 ACTFL Annual Meeting to be held in Washington, DC, November 23–25, 1991. Submit your proposals before December 3, 1990. Proposal forms are available from 1991 ACTFL Annual Meeting, 6 Executive Plaza, Yonkers, NY 10701–6801, 914/963–8830.

- Ritsu Shimizu teaches Japanese in grades 1–6 and keeps the parents of her students informed about classroom activities through a newsletter. Ritsu would like to exchange newsletters with other Japanese teachers. Write to Ritsu Shimizu, Sewickley Academy, Sewickley, PA 15143.

- Stone Bridge Press is an independent American publisher specializing in books about Japan. Stone Bridge Press is interested in publishing materials for teaching Japanese, and invites writers to submit manuscripts and project proposals. Contact Stone Bridge Press, P.O. Box 8208, Berkeley, CA 94707, 415/524–8732.

- MacSunrise Script is a new kanji instructional software program for the MacIntosh. For a demo disk and information on pricing and ordering, contact Stone Bridge Press, P.O. Box 8208, Berkeley, CA 94707, 415/524–8732.

- The Council on International Educational Exchange is now recruiting U.S. secondary schools to be paired with counterpart schools in Japan. Schools exchange letters, videos and curricular materials, and participate in an annual four–week exchange. U.S. schools host their Japanese partners in March/April, and send groups to Japan in June/July. For more information, please contact School Partners Abroad–Japan, CIEE, 205 E. 42nd Street, New York, NY 10017, 212/661–1414, Ext. 1187.

- If you would like to learn more about a national professional organization concerned with issues relating to administration and supervision of foreign language programs at the departmental, district or state level, contact Debbie Corkey–Corber, Treasurer, NADSFL, 4614 No. 33rd St., Arlington, VA 22207.

SUBSCRIBE TO THE JLTN NEWSLETTER

Name ______________________________

School or Organization: ______________________________

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I enclose:

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I am a:

_______ Japanese teacher at (Circle level): H.S. Jr. Hi. Elem. College

_______ Foreign language supervisor

_______ Other (please specify)______________________________

If you know of others who might be interested in joining the Japanese Language Teachers Network and subscribing to the Newsletter, please write their names and addresses below. We will send them a free October newsletter.

Name: ______________________________

Address: ______________________________

____

Name: ______________________________

Address: ______________________________

____

Please make checks payable to the UNIVERSITY OF ILLINOIS. Send this form with your check by November 21, 1990 to Randy Musselman, University High School, 1212 West Springfield Avenue, Urbana, IL 61801.

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日本語教師ネットワーク

Newsletter of the Japanese Language Teachers Network

Vol. 6 No. 1 December 1990

GOOD NEWS

We are very pleased to bring you the December, 1990 issue of the JLTN Newsletter!

By becoming a newsletter subscriber, you have enabled us to continue providing up-to-date information to you and others with an interest in Japanese language instruction. We have appreciated your encouraging notes and phone calls. We also want to extend a special note of thanks to those of you who included a contribution with your subscription fee. We are pleased to tell you that we are expecting to receive support for the Newsletter from The Japan Foundation in the near future.

Please let us know how we can best serve you. We would like to consider your ideas on topics to be discussed in the Newsletter. As always, we are eager to hear from you about new teaching materials you find useful, and about what's going on in your classroom, in your school and in your state.

We are beginning to work on several new projects in addition to the Newsletter and we are very excited about prospects for the future.

Carol Bond
Director

GAMES IN JAPANESE FOR THE CLASSROOM

Just in time for the holidays we have received a draft copy of a manuscript entitled Let's Play Games in Japanese by Scott McGinnis, Mineharu Nakayama and Tao-chung Yao. The authors have granted us permission to reprint several pages in this issue. One game, The Blind Artist, is loosely based on *fukuwarai*, a Japanese New Year's game. We hope you will enjoy trying these games in your classroom.

Let's play Games in Japanese will be published by the National Textbook Company in 1991. For more information on the book, contact Mineharu Nakayama, Rm. 276, Cunz Hall, Department of East Asian Languages and Literatures, The Ohio State University, Columbus, OH 43210, 614/292-6446.

The Blind Artist

Skills addressed: Listening, Speaking
Group size: 2-5
Equipment needed: Blackboard, chalk, eraser

Directions:

(1) The teacher divides the class into several groups. Each group selects an artist, who is then blindfolded.

(2) The teacher draws a simple picture (e.g., a face, a house, etc.) on the blackboard. The artists attempt to copy it by following the instructions given by their teammates.

(3) The teammates take turns giving directions to their team artist. As might be expected, the picture drawn by the blindfolded artist can easily be too small or too big. If the drawing is a face, the eyes and the nose can be situated in the wrong position. It is the duty of the teammates to help their artist correct his/her mistakes by giving detailed directions. Some frequently used directions are:

Me-o ookiku kaite kudasai.
目を大きくかいてください，

Himiga takasugimasuyo. Keshite mooichido kaitekudasai.
耳が高すぎますよ。消してもう一度かいてください。

(4) Each team is only allowed a fixed amount of time. When its time is up, the turn goes to the next team whether the picture is completed or not.

Group story (written variation)

Skills addressed: Reading, Writing
Group size: Flexible
Equipment needed: Blackboard, chalk

Directions:

(1) The teacher assigns a topic the students are familiar with and can write about in Japanese.

(2) The students form a line in front of the blackboard.

(3) Each student writes one sentence regarding or arising from the given topic. Each sentence added must logically follow what has already been written so a coherent story can take shape.

(3) It is the teacher's duty to point out all mistakes the students make.

Can You Memorize the Objects?

Skills addressed: Listening, Speaking
Group size: Flexible
Equipment needed: Objects (e.g., hat, scarf, gloves, shoes, coffee cup, wine bottle, etc.), or pictures of objects

Directions:

(1) The teacher prepares twenty to thirty objects (or pictures of those objects) for the game.

(2) The teacher divides the class into teams, with 3-5 students on each team.

(3) The teacher shows five to ten objects (or pictures) at a time, for a period of thirty seconds. S/he then puts the objects (or pictures) out of sight.

(4) The teacher then asks these questions:

Nani-ga miemashitaka? (or Nani-ga arimashitaka?)
何が見えましたか?(何がありましたか?)

Mitamono-o oshiete kudasai.
見た物を教えてください.

(5) The members of each group then pool their memories and compile a list. As soon as a team thinks that it collectively remembers all the objects, the representative of that team should raise his/her hand to get the right to answer the question.

(6) The teacher then gives permission by saying:

Hitori hitotsuzutsu mitamono-no namae-o itte kudasai.
一人一つずつ見た物の名前を言って下さい.

(7) The teammates take turns saying the names of the objects until they have named everything. Each time they say a name correctly, the team receives one point. For each mistake they make, the team loses five points.

(8) If one team fails to complete the list by giving the wrong name or forgetting something, other teams can take over and win (or lose) points.

(9) The teacher then displays a different set of objects on the desk and starts the second round of the game. The same objects (or pictures) may be used again.

(10) The game ends when the predetermined time is up. The team that has the highest point total is the winner.

LETTER FROM WASHINGTON STATE

Leslie Okada Birkland, Japanese teacher at Lake Washington High School in Kirkland, Washington, has written to us about the activities of Japanese teachers in her state. We appreciated Leslie's letter and have asked her permission to share it with you.

> As I mentioned over the phone, we have formed a Japanese teachers' support group and have decided to call ourselves WATJ (Washington Association of Teachers of Japanese). Presently I serve as president, Mayumi Smith is our treasurer and Sandy Mizuno is our secretary. We decided to have a pedagogical focus and a cultural focus at each of our monthly meetings. In December we will discuss the teaching of particles and all of us will come with ideas for teaching strategies and classroom activities. Also, we will each bring a New Year's idea to share (kinds of foods we can prepare in the classroom, games, songs, activities, etc.).
>
> The Hyogo Culture Center and the office of the Superintendent of Public Instruction have encouraged us to form a committee to set up state guidelines for the teaching of Japanese. The committee is made up of three Japanese teachers: Mayumi Smith, Masashi Kato and myself. We meet regularly at the Hyogo Culture Center facility to work on the guidelines.
>
> I also represent Washington's Japanese teachers on the Board of WAFLT (Washington Association of Foreign Language Teachers). Next October WAFLT will be holding a joint conference with Oregon's foreign language teachers' organization. I have met with Hitomi Tamura of West Linn High School in West Linn, Oregon, and we are planning on getting together again over the holidays to discuss the role of Japanese teachers at the Conference.
>
> Every year about this time, I think back fondly on the Leadership Seminar you organized and of all the wonderful friendships I made. I hope that one day we will be able to get together again and see how far each of us has come toward reaching the goals we set at that time. Thanks for everything you have done and continue to do for all of us.

For more information write to Leslie Okada Birkland, Lake Washington High School, 12033 NE 80th, Kirkland, WA 98033. We look forward to hearing more from Washington; including, perhaps, some good ideas for teaching particles.

JAPANESE TEACHERS CONVENE AT ACTFL MEETING

In the October issue of the newsletter we invited Japanese teachers to meet informally at the ACTFL '90 Convention in Nashville. Although we were not able to attend ourselves, we asked Ann McCarthy to convene the meeting. The following is her report:

> The Japanese teachers had difficulty in getting together, as our meeting had been scheduled for the same time as the *kanji* workshop. None of us wanted to miss the session on teaching *kanji*, presented by Yuki Moorman (Walt Whitman High School, Bethesda, MD).

About 15 of us arranged to meet later over dinner. We discussed such topics as the relationship between ACTFL and ATJ, next year's ACTFL meeting in Washington, D.C., and the problems and successes of everyday teaching. Areas represented at the meeting were Florida, Illinois, Indiana, Minnesota, Montana, Maryland, Vermont, Georgia, Alabama, Tennessee, Texas, Ohio, Colorado, Louisiana, and Tokyo.

We did have a great time. I only wish we had more opportunities to talk to one another.

I suggest that the Center call ACTFL in December and set up a meeting for next year's Conference so it can be formally in the program.

Ann McCarthy
Washburn High School
Minneapolis, MN

Thank you, Ann, for facilitating the meeting and reporting to us. We apologize for the inconvenience caused by the scheduling conflict, which slipped by us and ACTFL as well. We have taken Ann's suggestion to put in an early request for an official slot on the program for the 1991 meeting in Washington, D.C.

KIMONO, A LEVEL I TEXTBOOK

A lively, colorful textbook for upper elementary and junior high school students is finally on the market. Kimono, by Helen McBride and others, is a 1990 publication of CIS Educational of Australia, and is distributed in the U.S. by EMC Publishing.

Each unit in Kimono begins with a dialogue in color comic strip form. In the listening and speaking exercises, audio cassettes and colorful pictures are used to set up situations for practicing expressions, answering questions, identifying characters or objects, etc. Grammatical explanations are very simple and do not assume knowledge of English grammar or grammatical terms. Suggested ideas for further activities are a part of each unit.

In each unit there is a rather lengthy letter in English from an exchange student in Japan, writing home to her classmates in Australia. The letters describe the everyday life of a student in Japan and are accompanied by color photographs. Japanese culture is effectively incorporated into every part of the lessons.

Aside from its overwhelming liveliness which does not necessarily translate into attractiveness, there are a few peculiarities in this textbook. While *hiragana* is used from the beginning, it is not actually introduced until after units two and four. This is not a problem, as the sections for teaching *hiragana* can be lifted and used earlier, but it is puzzling. A more annoying peculiarity is the painstaking and awkward avoidance of *katakana*, but not of *katakana* vocabulary. All words that should be in *katakana* are written in *romaji*, resulting in an odd mixture of *hiragana* and *romaji*. According to the introduction, *katakana* will be introduced in Kimono Level Two, which, along with Level Three, is under preparation.

The sewn softcover textbook sells for $18.95. An accompanying workbook at $10.75 and teachers manual at $29.00 are also available. A complete Kimono kit (3 audio cassettes, 1 student text, workbook and teachers manual) sells for $98. For more information or a preview of the complete kit, contact EMC Publishing, 300 York Avenue, St. Paul, MN 55101, 800/328-1452.

TEACHER TO TEACHER

Are you a new Japanese teacher wondering how to organize your curriculum and teach your class? Or, are you a seasoned *sensei* on the look-out for more practical ideas to add to your repertoire of teaching techniques? No matter what your experience, *A Practical Guide For Teachers Of Elementary Japanese* (1984), by Mutsuko Endo Simon can be a valuable resource.

This is not a brand new publication. However, when I came across it by chance at the University of Illinois Bookstore last year, I wondered why no one had told me about it before. I have in the past been frustrated time and time again in trying to use guides for Japanese language teachers. Endo Simon's book, however, is a refreshingly rare example of one that is highly usable.

Endo Simon *Sensei* provides practical and comprehensive suggestions for teaching beginning Japanese. Although this guide is based on her experiences as a university level instructor, Endo Simon addresses issues that a *Nihongo kyoshi* at any level is sure to encounter.

The guide begins by introducing some excellent perspectives to keep in mind while teaching. Endo Simon believes that non-native Japanese teachers have unique insights to contribute to the teaching process. This view is particularly meaningful to me. No matter who you are, the key to success seems to be to constantly strive to improve your teaching technique.

Endo Simon offers guidance on how to choose a textbook; develop a course plan; teach reading, writing, listening and speaking skills; and teach grammar. She also provides pointers on designing homework and tests, and gives advice on grading strategies. Sample worksheets, homework assignments, readings and grammar explanation handouts of her own creation are found throughout the book.

Endo Simon also offers examples of course plans, insights on curriculum development, and helpful hints on how to gather teaching materials. Her list of resources, while dated, is still useful.

To summarize, this is a practical, easy-to-use reference work that is based on years of experience in the classroom. It provides helpful insight to teachers who work in the classroom everyday.

What ideas or recommendations do you have to share? Let me know!

Chris Thompson
University High School
1212 W. Springfield Ave.
Urbana, IL 61801

Editor's Note: *A Practical Guide for Teachers of Elementary Japanese* by Mutsuko Endo Simon is a 1984 publication of the Center for Japanese Studies, The University of Michigan, 108 Lane Hall, Ann Arbor, MI 48109.

LIST OF SCHOOLS NOW AVAILABLE

We have in the past printed in the Newsletter our list of high schools offering Japanese. This year we learned that the Association of Teachers of Japanese, headed by Professor Hiroshi Miyaji, was also drawing up a list, as part of a project funded by The Japan Foundation. Linda McLaughlin of ATJ has done an excellent job of compiling the list, which she continually updates. She has included not only high schools but also elementary and middle schools for a total of about 700 schools in the U.S. offering Japanese.

ATJ has kindly agreed to make this list available to us for distribution. It has outgrown our Newsletter space and we can no longer print it here. We will, however, send copies to readers who request it in writing, specifying for what purpose it will be used. Upon request, it will be sent free of charge to JLTN Newsletter subscribers. All others are asked to pay $3.00 to cover our costs. (Please make checks payable to the University of Illinois.) Send requests to Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Avenue, Urbana, IL 61801.

1991 SUMMER INSTITUTES ANNOUNCED

* Columbia University's Department of East Asian Languages and Cultures announces the establishment of The Summer Institute in Japanese Language Pedagogy under the direction of Professor Seiichi Makino together with Professors Mutsuko Endo Simon and Akira Miura. Secondary level teachers are especially welcome to apply. The institute will run 20 hours per week for six weeks. The first four weeks will provide training for instruction at the beginning level, followed by two weeks of training at the intermediate level. Participants may register for the entire six-week sequence or if qualified may enroll in the intermediate portion only. The course is scheduled for June 24 to August 2 at Columbia University in New York City.

Tuition and fees will be $2,652 for six weeks or $884 for the two-week intermediate session only. Six graduate credits will be awarded for the full six week course. The application deadline is May 15, 1991. A limited number of fellowships will be available. To be considered for financial aid, applicants must apply by May 1, 1991. Housing is available. For application forms and further information, please contact Keiko Chevray, Institute in Japanese Language Pedagogy, 516 Kent Hall, Columbia University, New York, NY 10027, 212/854-5500.

* A Japanese teacher training workshop will be held June 24-July 19, 1991, at Cornell University. This twenty-hour per week course will emphasize techniques, materials preparation, testing procedures for teaching Japanese as a second language, and linguistic analysis of Japanese. Opportunities for classroom practice will be provided. Native speakers of Japanese and of English will be accepted but advanced proficiency in both languages is required.

Tuition and fees will be $950. Enrollment is limited; early application is urged. The final deadline May 1, 1991. For more information contact Japanese Teacher Training Workshop, Department of Modern Languages & Linguistics, Cornell University, 203 Morrill Hall, Ithaca, NY 14853, 607/255-6457.

SUMMER EMPLOYMENT OPPORTUNITIES

- Would you like to spend some time this summer learning new teaching techniques? or teaching in an immersion setting? or communicating with native speakers? Mori-No-Ike, Concordia Language Village's Japanese program, is currently looking for teachers, counselors, waterfront staff, nurses, activity leaders and a business manager. Sessions are two to four weeks in length and are from June 10 to August 10. Contact Concordia Language Villages, Concordia College, Moorhead, MN 56562, 800/222-4750 (outside Minnesota), 800/247-1044 (in Minnesota).

- Youth For Understanding (YFU) International Exchange seeks qualified teachers of the Japanese language to assist in a pre-departure language program for high school students going to Japan in June 1991. YFU will conduct the pre-departure program in Seattle, Washington, June 16-29, 1991. Applicants should be from the Seattle area. For more information contact Carmela Vetri, Special Programs Coordinator, Educational Services, YFU, at 800/424-3691, ext. 160. Inquiries are encouraged by February 15, 1991.

EMPLOYMENT OPPORTUNITIES

- Ball State University seeks a Japanese language and literature teacher. Send resume to Dr. Rita Gardiol, Chairperson, Department of Foreign Languages, Ball State University, Muncie, IN 47306.

- Community High School District 218 in Oak Lawn, Illinois, seeks a certified Japanese language teacher beginning in 1991. Send resume, transcripts, and credentials to Dr. Joyce Saldana, Assistant Superintendent, Personnel and Support Services, Community High School District 218, 10701 South Kilpatrick, Oak Lawn, IL 60453, 708/424-2000 ext. 712.

- Hallandale High School in Hallandale, Florida, seeks a full time teacher to teach Japanese and any other core subject area in which the teacher is certified. Contact Mr. Cifra at 305/457-2600 ext. 205, or Mr. Perlman at 305/457-2600 ext. 262; Hallandale High School, 720 NW 9th Ave., Hallandale, FL 33009.

ANNOUNCEMENTS

- Bess Press is interested in receiving manuscripts for the teaching of Japanese. The publisher of *Japanese Word Book* and *Nihongo Daisuki! Japanese for Children through Games and Songs*, is currently in the process of creating high school textbooks and accompanying materials, and is committed to publishing more educational materials in Japanese. Contact Bess Press, P.O. Box 22388, Honolulu, HI 96822, 808/734-7159.

- School Partnership, International (SPI), sponsored by the National Association of Secondary School Principals, promotes students' awareness of other cultures and languages through a three to four week academic exchange. The SPI program with Japan provides comprehensive services including a complete transportation package, illness/accident and liability insurance, airport assistance, in-service coordinator workshops for group leaders and school administrators, 24-hour emergency support, and educational materials. Contact School Partnerships, International/JAPAN, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091, 703/860-0200.

* Robert Ventre Associates, Inc., (RVA) provides specialized services to authors and publishers of foreign language materials. Services available to authors include 1) review of manuscripts and book proposals, with an eye toward commercial publication; 2) support of writers as they rewrite and revise their manuscripts for publication; 3) representation of authors, as an agent, to help them to place their manuscript with a publisher and to negotiate terms for a publishing contract. For more information, contact Bob Ventre, President or Lise Ragan, Director of Publishing Services. Robert Ventre Associates, Inc., 10 Ferry Wharf, Newburyport, MA 01950, 508/462-2550.

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The Newsletter of the Japanese Language Teachers Network is published four times each year in December, February, May and October. Our publication year begins with the December issue, but new subscribers are welcome at any time. In addition, an Employment Supplement and a list of Resources for Teachers of High School Japanese are published in March and April. Subscription fees are $15 for the six publications, or $10 for the four newsletters only. For more information, or to subscribe, contact Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Avenue, Urbana, IL 61801, 217/244-4808.

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Newsletter of the Japanese Language Teachers Network

Vol. 6 No. 2 **February 1991**

CENTER RECEIVES GRANT FROM JAPAN FOUNDATION

The Japan Foundation has awarded a grant of $15,786 to the Center to support the publication of the Japanese Language Teachers Network Newsletter. We are very grateful to the Japan Foundation for its generous support. In particular, we wish to thank Mr. Isao Tsujimoto for his encouragement and assistance.

TOWARD A FOUR-YEAR SEQUENCE IN JAPANESE

Foreign language teachers don't always agree on things. Some favor a traditional grammar approach, while others lean towards proficiency-oriented instruction. Some insist that all student errors should be corrected, while others say that some errors can be tolerated as long as the meaning is comprehensible. Japanese teachers may disagree about the best time to begin teaching the writing system. However, there is one thing about which teachers of any language agree: Studying a foreign language for two years is simply *not enough* to attain usable proficiency in the language. And yet, according to data compiled by the National Center for Education Statistics, in 1984 only 13% of secondary students who enrolled in a foreign language continued their study of the language beyond the second year.

On the positive side, all signs point to a significant increase in this number in recent years and to a renewed national interest in foreign language instruction. However, in many states, foreign language is still not a graduation requirement and local school boards and school administrators may not consider foreign language instruction a top priority. Within a given school system, there is enormous competition for class time and for resources. Too often, "two-years of a foreign language" is the rule of thumb relied upon by decision-makers.

The Educational Testing Service has published a chart based on data from the Foreign Service Institute that classifies Japanese as a "Group IV" language along with Arabic, Chinese, and Korean. This classification is based on the greater number of hours of instruction required for Americans to achieve usable proficiency in these languages. By contrast, French and Spanish are in Group I, German in II and Russian in Group III. The implication for pre-collegiate programs in Japanese is clear: Schools must make a commitment to provide a sustained and coordinated sequence of study over an extended period of time.

The overwhelming majority of high school Japanese language programs came into being within the past few years and many of these are now reaching the point where it is time to add a third or fourth year of instruction. Language teachers will see this as a clear and essential next step, but it may first be necessary to convince school decision–makers to approve the new course.

The following suggestions are offered to teachers and curriculum planners who anticipate presenting the case in favor of adding an advanced–level Japanese class to the school's instructional program. The more the decision–makers know about your existing Japanese courses, the better. The more thorough and rational your presentation, the better. And, the more support you can demonstrate from students, parents, other teachers, and the community, the stronger your case will be.

1. Examine your program and identify the strengths. What can your students do that is impressive? How far have they come? What is their response to your course? Has your program received recognition or publicity? Do you have indications that the program is growing? Is it unique in any way? Do your students have thoughts about continuing Japanese in college, going to Japan or using Japanese in a career? Exactly how will it benefit the school and your students to add this additional course to the program? Does your community benefit in any way?

2. Make your program visible in your school and your community. Invite a newspaper reporter to visit your class, display calligraphy, host an Open House. Identify advocates within the school and enlist their support.

3. Keep your building and district administrators informed about your program. Invite them to attend a class or social event. Send them samples of your students' work, newspaper articles, etc.

4. Collect magazine and newspaper articles that illustrate the need for Americans to learn Japanese. Gather evidence from professional books and journals on the need for extended and uninterrupted language study.

5. Enlist the support of parents. Ask them to write letters of support or to help you collect data.

6. Enlist the support of local corporations and businesses who view your program as beneficial to the community.

Best wishes for success to those of you who will be working toward these goals! Let us know if we can help, and please report your progress to us.

In a future issue of the Newsletter we hope to enlist the help of seasoned advanced–level teachers to feature articles on materials, methods and curriculum guides for third and fourth year high school courses. If you are one of these teachers, please begin thinking about how you might contribute to the issue.

Carol Bond
Director

RESOURCE LIST NEEDS YOUR IDEAS

In March we will publish the list of Resources for Teachers of High School Japanese. This will be a listing of materials recommended by Japanese language teachers. This, of course, means you! Please send the following information on materials you would like to recommend to other teachers by March 4: title, author, publisher, number of pages, price, a brief description, and any comments you'd like to share. Your name will be added to the list of contributors.

KINETIC LESSONS WITH KANJI

[Editor's Note: The following is an excerpt from *How to Teach Kanji*, presented by Yuki Moorman at the ACTFL Annual Meeting in Nashville in November, 1990. We invite you to respond to her ideas.]

When or how much *kanji* to teach is a difficult decision, because there is no logical order to follow. Likewise, there is no particular rule as to which should come first: *romaji, hiragana, katakana* or *kanji*. Textbooks and individual teachers take a variety of approaches based on their own ideas.

Children in Japan are constantly exposed to all the elements of writing. Without any control or discretion, the exposure persists in daily life. This is a key to learning *kanji*, but such exposure is severely lacking in the teaching of *kanji* in this country. The least that a teacher can do is cover the classroom walls with *kanji* and conduct daily reviews of all the *kanji* students have learned.

Kanji teaching can begin on day one with the help of pictures. One of the basic functions of *kanji* in Japanese society is as signs, something like the pictures of men and women on bathroom doors. Nobody utters these signs but everyone easily comprehends their meaning. *Kanji* can be taught in this manner. A teacher can show *kanji* written on individual cards, then place the cards next to the objects they represent. Thus vocabulary and *kanji* can be taught simultaneously. The teacher can introduce five or six *kanji* (or compounds) written on cards. Students can then practice using them in a matching game, moving around in the classroom to locate the objects represented by the *kanji* on the cards. They do not need to know *hiragana* or *romaji*. By the time students learn *hiragana*, they will already be able to write or recognize many *kanji*.

Teaching *kanji* right along with vocabulary provides a visual dimension to learning new words. For example in introducing the parts of the body, a teacher can point out and pronounce the various parts of the body and show the appropriate *kanji* cards. Next, the teacher shows the *kanji* cards and students can respond by pointing out each part of the body. Once the students have learned the basic parts of the body in *kanji*, They can learn the verbs in *kanji* relating to each part of the body:

me	目	eye:	miru	見る	to see
mimi	耳	ear:	kiku	聞く	to listen, inquire
kuchi	口	mouth:	hanasu	話す	to talk
			sakebu	呼ぶ	to scream
te	手	hand:	kaku	書く	to write
ashi	足	feet:	hashiru	走る	to run

When comparing these *kanji*, one can see their common roots. Grouping the *kanji* can help students understand the nature of the *kanji* clearly and its intention as well as meaning. Readings and dialogues can be created around this group of *kanji*. Then students are exposed over and over to the core of basic *kanji*.

Japanese society places extremely high value on written expression in communication. While everyone agrees that mastering *kanji* takes years of discipline, it is essential that students acquire high levels of reading proficiency in order to be effective communicators.

Yuki Moorman
Walt Whitman High School
Bethesda, Maryland

TEACHER TO TEACHER
Teaching "Real" Japanese

The unique character of Japanese linguistic culture presents a most challenging task to the Japanese teacher. We must make students aware of appropriate and inappropriate uses of the language, not just linguistically, but socially and culturally.

Most textbooks introduce verbs in the です＼ます form, which is certainly appropriate. However, as they are exposed to authentic sources such as Japanese television programs, or when Japanese visitors come to class, students quickly notice words and forms that are different from those that appear in textbooks. Soon we begin to hear comments like, "Not everyone speaks the kind of Japanese we're learning, Sensei."

At one point or another, teachers have to explain the characteristics of Japanese sociolinguistics. But is there an alternative to simply explaining politeness levels and role-based distinctions to high school students? I've recently discovered that *manga* can bring new life to this task.

For a long time, *manga* have played a dominant role in Japanese recreational literature. In the past decade, the use of *manga* to depict more serious social, economic and historical issues has also drawn much attention. But *manga* in the Japanese classroom? I used to say to myself, "Let's get serious!" However, now I want to go on record as having changed my mind. Yes! *Manga* in the classroom! *Manga* are perfect for depicting specific and authentic settings for social interaction in Japan. A single frame can capture a social situation with all the accompanying cultural details, and through its characters deliver the appropriate use of politeness levels in that context.

But not all *manga* are equally useful, nor for some of us are *manga* easily available. I find that the new monthly publication, *Mangajin* is most helpful not only in supplying the *manga* but also in virtually creating the lessons for me.

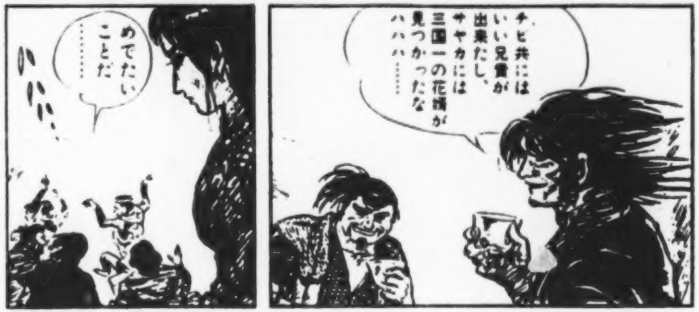
In each issue of *Mangajin*, a section on "Basic Japanese" examines different idioms in various sociolinguistic contexts using *manga* frames. A Politeness Level chart helps to guide students through the various forms and usage of the idioms in their authentic settings. The idioms featured in Volume I Number 6 were おはようございます and おめでとうございます --idioms that my students already knew. I was able to easily create a mini-unit on Japanese culture with minimal adjustment.

Omedetō Gozaimasu – Not so idiomatic

As we pointed out earlier, the *ohayō* in *ohayō gozaimasu* retains little of the "original" meaning of *hayai* ("early"), but *omedetō gozaimasu* is used much like a polite/formalized version of the plain/abrupt *medetai*. In this scene from *Kamui-Den*, Kamui has decided to stay with the people of a small fishing village. The men of the village, who have great respect for Kamui, are very pleased.

Medetai koto da.
"This is a happy event."

Chibi-domo ni wa ii aniki ga dekita shi, Sayaka ni wa Sangoku-ichi no hana-muko ga mitsukatta na. Ha ha ha . . .
"The little ones have a good big brother, and Sayaka has found the best groom in Sangoku. Ha ha ha . . ."


チビ共にはいい兄貴が出来たし、サヤカには三国一の花婿が見つかったなハハハ……
めでたいことだ……
ハハハ…

© Shirato Senpei / *Kamui Gaiden*

These levels are only approximations

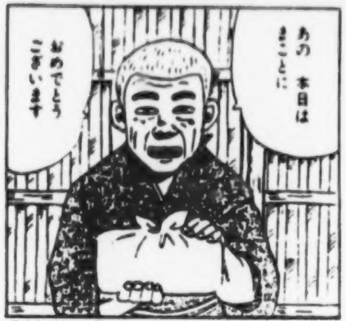
(PL4) Politeness Level 4 : Very Polite
Typically uses special honorific or humble words, such as *nasaimasu* or *itashimasu*.

(PL3) Politeness Level 3 : Ordinary Polite
Typified by the verb *desu*, or the *-masu* ending on other verbs.

(PL2) Politeness Level 2 : Plain / Abrupt
For informal conversation with peers
- "dictionary form" of verbs
- adjectives without *desu*

(PL1) Politeness Level 1 : Rude / Condescending
Typified by special words or verb endings, usually not "obscene" in the Western sense of the word, but equally insulting.

On her wedding day, this man who has been "like a father" brings a gift to the bride at her home, before the party leaves for the ceremony. When he says *omedetō gozaimasu*, he takes the option of specifying the subject and says, literally, "Today is *omedetō*." This is a major difference between the Japanese *omedetō* (said of the situation) and the English "congratulations" (said to the person).


あの 本日はまことに
おめでとうございます

© Maekawa Tsukasa / *Dai-Tōkyō Binbō Seikatsu Manyuaru*

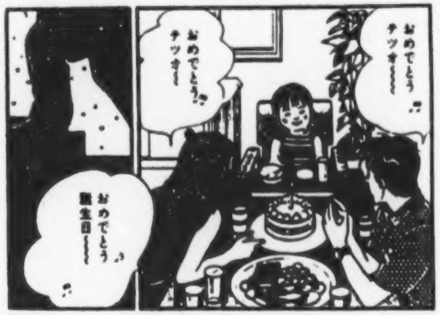
Ano, honjitsu wa makoto ni omedetō gozaimasu.
"Eh, today is indeed, (a) joyous (occasion)."

- *honjitsu* means "this day," but it also implies "the events of this day."

おめでとう
ございます

On birthdays

To the tune of "Happy Birthday" — although "Happy Birthday" is commonly sung in English, the words *omedetō* and *tanjōbi* can be substituted. For a one-year-old child, the Japanese words somehow seem more appropriate.

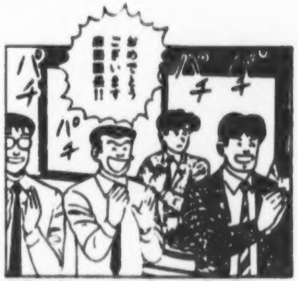

おめでとうテツオ〜〜〜
おめでとう!?テツオ〜
おめでとう誕生日〜〜〜

© Yajima & Hirokane / *Ningen Kōsaten*

(His name is Tetsuo.)
Omedetō Tetsuo
Omedetō Tetsuo
Omedetō tanjōbi
(omitted) *Omedetō Tetsu*

Close to "Congratulations"

A woman named Asada (family name) has been promoted to *kachō* (section chief). Her co-workers are applauding the announcement and offering their "congratulations."



© Torii Kazuyoshi / *Top wa Ore Da!*

Sound FX: *Pachi pachi pachi pachi*
clap clap clap clap
Voices: *Omedetō gozaimasu, Asada-kachō!!*
"Congratulations, Asada-kachō!!"

Mangajin, Vol. I, No. 6
pp. 4, 13–14

BEST COPY AVAILABLE

By using the Politeness Level chart, students can see that they are learning "real" Japanese--it's just PL3 (Politeness Level 3)! As they compare the familiar word to its variations students can appreciate the politeness level and the social "feeling" the variation is meant to imply.

I later tested the students on the variations of おめでとうございます using the following questions:

1. What is the Politeness Level of おめでとうございます？
2. What does it mean?
3. Rank the following by Politeness Level:

   おめでとう _____ めでたいことだ _____

4. What is the most polite form of this phrase?

Manga make it possible to take students one step closer to understanding, appreciating and ultimately functioning properly in Japanese linguistic culture.

Chris Thompson
Universith High School
1212 W. Springfield Ave.
Urbana, IL 61801

[Editor's Note: For information on *Mangajin*, contact *Mangajin*, P.O. Box 49543, Atlanta, GA 30359.]

A READER WRITES

Dear JLTN:

I enjoy your newsletter and find the information useful. One area of JSL (Japanese as Second Language) teaching that I haven't seen mentioned are the special classes at some of the schools for Japanese expatriate children in the U.S. (*Nihongo Hoshuko*). While the curriculum for native Japanese speaking students follows the standard texts from Japan, some of the schools have separate JSL classes for children who are Japanese-American or long-term residents in the U.S.

My question is, what materials and teaching methods are being used by teachers of JSL classes at these schools? I've been asked to help with the JSL curriculum at our local Japanese School but am at a loss to know how to proceed. The students are at such varying ages and levels of ability in Japanese and some are there only because their parents make them come!

I'd like to hear any ideas from other JSL teachers involved in Japanese language schools. Thank you.

Ruth Kanagy
536 Midland Avenue
Berwyn, PA 19312

SUMMER STUDY OPPORTUNITIES FOR YOU...

- The Center for Language Studies at Beloit College, Beloit, Wisconsin, will conduct a program of intensive Japanese language and culture instruction from June 10 through August 14, 1991. The program offers beginning, intermediate and advanced levels for 12 semester credit hours. Comprehensive fee of $3,630 includes tuition, double room, and 14 meals per week. Some financial assistance is available. Application deadline is May 15, but admission and financial assistance decisions will be made as applications are received. Contact Dr. Terance Bigalke, Center for Language Studies, 700 College St., Beloit, WI 53511-5595, 608/363-2269.

- The East Asian Summer Language Institute at Indiana University offers intensive instruction in first-, second-, third-level, and fourth-level Japanese from June 7 through August 9, 1991. Ten credit hours. Total fees of $3,000 ($2,700 for undergraduate residents of Indiana only) cover tuition, room and board, curricula materials, and expenses for special Institute resources and activities. A limited number of fellowships are available. Deadline for application: March 15. Contact East Asian Summer Language Institute, Memorial Hall West, Room 206, Indiana University, Bloomington, IN 47405, 812/855-5246.

...AND FOR YOUR STUDENTS

- The Northwest School, a college-preparatory school for students grades 6-12, offers Japanese studies and international arts and recreation in its unique summer program called the Young Diplomats. A variety of scholarships are available. Please contact Jim Westhusing, The Northwest School, 1415 Summit Avenue, Seattle, WA 98122, 206/682-7309.

- Mori-no-Ike, the Concordia Japanese Language Village located near Biwabik, Minnesota, will hold five one- and two-week Japanese immersion sessions this summer for students ages 7 to 18. There will also be two four-week credit sessions for high school students. Contact Concordia Language Villages, 901 South Eighth Street, Moorhead, MN 56562, 800/222-4750 (outside Minnesota) or 800/247-1044 (inside Minnesota).

- American high school students have a unique opportunity to study Japanese language and culture at the Legacy International Summer Training Program in Bedford, Virginia. Three action-filled weeks combine language instruction with guest speakers, role plays, colorful festivals and field trips. Students will spend time with Japanese peers, taking meals together and enjoying recreational activities and discussions. Workshop participants are carefully selected for their leadership potential, and interest in Japanese culture. For more information, contact Deborah Friedman, Legacy International, 346 Commerce Street, Alexandria, VA 22314; 703/549-3630.

ANNOUNCEMENTS

* *Japanese in a Breeze: Hiragana* and *Japanese in a Breeze: Katakana* are two new software programs for the IBM-PC. The programs help students (grades 6 to adult) learn how to read and write hiragana and katakana at their own pace, using memory aids, practice exercises and a variety of drills to test reading and writing skills. Runs on IBM-PC XT/AT with graphics capabilities -- monochrome, Hercules, CGA or EGA graphics systems all supported. For EGA graphics, 640K of memory required. Contact: Eastword Software, P.O. Box 9025, Berkeley, CA 94709, 415/848-3866.

SEND US YOUR ARTICLES, ANNOUNCEMENTS, IDEAS

* As we mentioned earlier, the list of Resources for Teachers of High School Japanese will be compiled and distributed in March. Please send the following information on materials you would like to recommend to other teachers by March 4: title, author, publisher, number of pages, price, a brief description, and any comments you'd like to share. Your name will be added to the list of contributors.

* The Employment Supplement will be published in April. If you have an employment opportunity to announce, or if you are seeking employment in the area of precollegiate Japanese language teaching, please send us your announcement by April 1 for inclusion in our Employment Supplement.

* The next Newsletter issue will be in May. Any articles, letters, or announcements that you would like to have printed in the next issue of our Newsletter should arrive here by May 1.

Send all contributions to Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Avenue, Urbana, IL 61801, 217/244-4808. Please include your telephone number with all submissions so that we will be able to reach you if we have further questions.

As always, we look forward to hearing from you.

SUMMER EMPLOYMENT OPPORTUNITY

Youth For Understanding (YFU) International Exchange seeks qualified teachers of the Japanese language to assist in a pre-departure language program for high school students going to Japan in June 1991. YFU will conduct the pre-departure program in Seattle, Washington, June 16-29, 1991. For more information contact Carmela Vetri, Special Programs Coordinator, Educational Services, YFU, at 800/424-3691, ext. 160. Inquiries are encouraged by March 1, 1991.

EMPLOYMENT OPPORTUNITIES

* Plymouth–Canton Community Schools in Plymouth, Michigan, seeks a high school level Japanese teacher. Must possess a valid Michigan Teaching Certificate with endorsement in 9–12th grade Japanese. Send applications, including a letter of intent, professional resume, copy of teaching certificate, transcripts and an up–to–date credential packet, to Errol Goldman, Executive Director/Employee Relations and Personnel, 454 S. Harvey, Plymouth, MI 48170 by February 28, 1991. Call 313/451–3122 or 3123 to request an application form.

* The Kansas City, Missouri, School District has begun its fourth year of operation in a magnet schools program, with nine foreign language magnet schools. They are currently hiring between 20 and 30 new staff members in many different languages, including French, German, Japanese, Latin, Russian, Chinese, and Spanish. Those interested in teaching K–12 should contact: Dr. Paul A. Garcia, Curriculum Coordinator, Foreign Languages, Kansas City, MO School District, 1211 McGee Street, Kansas City, MO 64106, 816/871–7000. EOE; Male/Female/Handicapped.

* St. Mark's School of Texas seeks a full–time Japanese language and culture teacher for grades 3–5. Must enjoy working with young students, have a thorough knowledge of Japanese culture, hold a Master's degree or equivalent in the Japanese language, and be willing to develop a full curriculum for the school's Japanese studies program. Salary range: $25,000 – $35,000. Contact Paul Weadon, St. Mark's School of Texas, 10600 Preston Road., Dallas, TX 75230, 214/363–6491.

EMPLOYMENT SOUGHT

* Emiko Oda seeks a position as a Japanese language teacher on the high school or college level. She holds a B.A. in teaching Japanese as a foreign language with a concentration on Japanese literature, from Hiroshima University. Ms. Oda is presently a middle school teacher in Iowa. Contact Emiko Oda, 715 West 4th St., #1, Muscatine, IA 52761, 319/264–2158.

* Yumiko Muso seeks a position teaching Japanese at a secondary school. Ms. Muso is currently a visiting instructor of beginning and advanced Japanese at Miami University in Oxford, Ohio. She holds a B.A. in English from Kansai University of Foreign Studies, Osaka, Japan, and has studied at the State University of New York at Brockport. She has experience teaching junior high and high school students in Japan. Contact Yumiko Muso, 318 East Chestnut, 205 C Miami Manor, Oxford, OH 45056, 513/529–5162 (home) or 513/529–2522 or 2526 (office).

SPECIAL THANKS

East Asian Outreach, University of Hawaii at Manoa

Sapporo Institute of Languages

Norman Masuda

The Newsletter of the Japanese Language Teachers Network is published four times each year in December, February, May and October. Our publication year begins with the December issue, but new subscribers are welcome at any time. In addition, an Employment Supplement and a list of Resources for Teachers of High School Japanese are published in March and April. Subscription fees are $15 for the six publications, or $10 for the four newsletters only. For more information, or to subscribe, contact Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Avenue, Urbana, IL 61801, 217/244-4808.

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日本語教師ネットワーク

Newsletter of the Japanese Language Teachers Network

Vol. 6 No. 3 May 1991

FROM THE DIRECTOR

For as long as I can remember, I wanted to be a teacher when I grew up. I must confess that in the eyes of a small child, the idea of a nice long summer vacation was one of the most attractive features of the profession. I must further confess that summer vacation is still a treasure--a time to relax, to travel, to refresh body and spirit, to plan for the future. It is also a time to step back and take a look at what we've accomplished with our students and in our profession--to take pride in how far they and we have come. Like most of you, we here at the Center are reflecting on our past year and planning for the future as we count the days `til summer vacation.

Thanks to the generous support of The Japan Foundation and the Kaneko Foundation, we have been able throughout this year to maintain our ongoing service to Japanese teachers and to schools. Our subscription list is growing, our Resource List was better than ever, and orders are still coming in for our Hiragana video. Stone Bridge Press (Berkeley, California) has agreed to publish the intermediate reader, *Nihon to no Deai*, that we had previously developed under a grant from the U.S. Department of Education. Our plans for the future include a teachers' workshop for Summer 1992, the production of a Katakana video, and a collaborative effort with the Association of Teachers of Japanese to foster the development of regional professional organizations for Japanese teachers. We are also hoping to further enhance the practical value of our Newsletter by including articles submitted through regional and state organizations as well as by individuals.

Because of the Center's association with teachers and schools, publication of the JLTN Newsletter follows the schedule of an academic year. This then will be your last issue until October. Our staff will take our treasured summer vacation in June, July, and August, and our office will reopen on August 21. After June 1, urgent messages may be left at 217/333-2870. Correspondence arriving during the summer months may not be answered until late August or early September, so please be patient. And, above all, enjoy the summer!

Carol A. Bond
Director

WORLD LANGUAGES IN CINCINNATI

In Cincinnati, a student in the public school system may study Japanese or another language (French, German, Spanish, Arabic, Chinese or Russian) for up to thirteen years before high school graduation. Cincinnati Public Schools is committed to world language education.

The Academy of World Languages, a Cincinnati Public School Magnet Program, offers young children the opportunity to develop Japanese language skills from their first days in school. Beginning in kindergarten, children meet their Japanese teacher every day for approximately one hour. During one half of the class time, the teacher follows a structured curriculum to develop listening and speaking skills. The children listen to commands and respond to them through movement.

Early commands emphasize simple movements, such as "Stand up. Sit down. Walk. Run." Then, nouns are introduced and combined with already familiar verbs such as "Sit down on the floor. Sit down on the rug. Walk to the door." By gradually increasing the length and complexity of commands, the children's receptive vocabulary increases to permit comprehension of very complex language.

During the second 30 minutes of the class, the Japanese teacher instructs the children in art, music or physical education by using activities specific to Japanese language and culture. For example, skipping is a skill taught in all kindergarten classes throughout the district. In the magnet program, children learn skipping skills by playing games commonly enjoyed by Japanese children their own age.

Beginning in grade two, children learn the written symbols for the sounds and expressions that already make sense to them. The introduction of *hiragana* is followed by *katakana*, and finally *kanji*. By grade four, children are reading specially prepared texts which focus on topics from the regular science and social studies program.

Middle school students can continue their study of Japanese at the Cincinnati Bilingual Academy, where they will also have their first opportunity to visit Japan. During a four-week Travel/Study program, students live with Japanese families and go to school with their host brothers and sisters who attend Kano Junior High School in Gifu, Japan.

Students at both Academies also have monthly opportunities to speak with children at Bairin Elementary School in Gifu by means of the LUMA videotelephone. With this relatively inexpensive equipment using regular telephone lines, students are able to see the students with whom they are conversing. Communication is real and immediate. Few experiences are as highly motivational as the LUMA videotelephone.

The final phase of Japanese language instruction takes place at the International Studies Academy, located at Withrow High School, where students may continue their study of Japanese through grade twelve. Students who enter the International Studies Academy from other Cincinnati schools may begin their Japanese study in grade nine, ten or eleven.

For more information on Cincinnati Public School's unique opportunity for language and culture study, contact Carolyn Andrade, Supervisor, Cincinnati Public Schools, 230 E. Ninth Street, Cincinnati, OH 45202, 513/369-4804

PROJECT TO SUGGEST CURRICULAR GUIDELINES, DEVELOP TEST

The Project for the Development of Curricular Guidelines in the High Schools is currently underway. Headed by Dr. Eleanor Jorden and funded by a grant from the National Endowment for the Humanities, the project has two purposes. One is to develop a list of suggested curricular guidelines for the teaching of Japanese. These are intended to be only suggestions, for each teacher faces a unique set of circumstances. These suggested guidelines, however, will relate to the second purpose of the project--to develop an SAT Achievement Test in Japanese to be ready by the end of the 1992-1993 school year. Such a test will not only help with placement in college programs but will also lend a certain "respectability" to the teaching of Japanese. (The commonly taught foreign languages all have such tests.)

The test and guidelines will be written by a four-member task force, balanced between university and high school teachers, native speakers and non-native speakers of Japanese, and men and women. The task force is headed by Dr. J. Marshall Unger of the University of Hawaii at Manoa. Other members are Dr. Mari Noda of Ohio State University, co-author of Dr. Jorden's *Japanese: The Spoken Language*, Fred Lorish of South Eugene High School in Oregon, and Yasuko Wada of Charles Wright Academy in Tacoma, Washington. The project also has a similarly composed twelve-member advisory board.

As one of six high school teachers on the advisory board, I had the privilege of attending a three-day conference at Stanford University in February. The first and third days consisted of meetings involving task force and advisory board members, along with representatives of the College Board and Educational Testing Services. The second day was an institute entitled "Language in Culture: Issues in the Teaching of Japanese in American High Schools." At this institute, curriculum specialists from the boards of education of four Western states spoke, along with panels composed of advisory board and task force members. Dr. Jorden reported on the results of a survey she conducted, which she said showed an often deplorable state of affairs in the teaching of Japanese in the high schools, with teachers often lacking experience, training, proficiency, and/or guidance in what to teach.

A major focus of the conference was on the contents of the SAT Achievement Test. All of the task force members and the national advisory board strongly encouraged the inclusion of a listening component, in spite of the additional logistical problems and cost it would involve. Dr. Unger saw this portion of the test as a way to test students' knowledge of various sociolinguistic factors. Many of the high school teachers (myself included) supported it primarily as a way to help test general competence and to avoid the potential overemphasis in high school classrooms on reading and writing, that might result if the achievement test did not include a listening component.

A point which drew and will draw disagreement is the role of romanization in the guidelines and test. All eight high school teachers attending the conference either used no *romaji* at all or discarded it within the first few weeks of first-semester Japanese. Other approaches make heavy use of romanized text. In spite of strong differences in viewpoints, a compromise was finally reached on the test, whereby questions focusing strictly on grammar would be written in two *romaji* formats and one Japanese script format involving *hiragana*, *katakana*, and *kanji* with *furigana*. Questions focusing on reading comprehension would not use *romaji*. For the guidelines, the role of romanization is one of the points still to be decided.

High school Japanese teachers who wish to share their views on the test, guidelines or related issues should contact the Project office at the National Foreign Language Center, 1619 Massachusetts Ave., N.W., Washington, D.C.. 20036. They may also contact either Fred Lorish at South Eugene High School, 400 E. 19th Street, Eugene, OR 97401 or Yasuko Wada at Charles Wright Academy, 7723 Chambers Creek Rd., Tacoma, WA 98467.

Anyone planning a regional meeting of high school teachers should consider contacting the Project office to see if a task force member or advisory board member can attend. Many of these would benefit from interacting with high school teachers.

Cliff Darnall
Elk Grove High School
Elk Grove Village, IL

TEACHER TO TEACHER
Using Authentic Materials

Perhaps the most valuable of the many lessons I have learned this year concerns the use of authentic materials in the Japanese classroom. Along with most foreign language teachers, I've always enjoyed using authentic materials from the target culture. However, I hadn't fully exploited the contribution these materials can make to teaching language and culture.

Like many other Japanese teachers, I have collected beverage cans from vending machines, pamphlets and brochures, fast food menus, and even postal savings applications from the neighborhood *yubinkyoku*. All of these items seemed to interest my students, but actually using them in purposeful ways in the curriculum? This is where the fog set in.

Fortunately, I've been able to glean some great ideas for using authentic materials from other teachers. Sachiko Kawakubo (Fayette County Schools, Indiana) recorded the dial–a–time announcements from the telephone in her native Tochigi Prefecture. She uses these recordings in listening exercises she has devised for her students when studying time.

Mark Silver (Gary Community Schools, Indiana) took his video camera to Japan and recorded conversations he had with native speakers. His video collection includes self–introductions and an interview with a cab driver in Morioka City. Mark has created lessons for his video segments that include pre–viewing and post–viewing language activities.

Cliff Darnall (Elk Grove High School, Illinois) has developed a series of activities that utilize authentic printed materials. Students are challenged to use what they know to find certain information as specified in the exercises.

Maki Shiwachi (Evansville Schools, Indiana) uses stick puppets in her class. By giving each of her stick puppets a name and a unique personality, she engages her class in a year–long soap opera that incorporates topics from each lesson of the textbook she uses.

This summer as I travel in Japan I look forward to gathering an array of authentic materials. Following the inspiration of my colleagues I plan to pursue a four-pronged approach:

1. Video-taped materials. I happen to be a video camera buff, and I am looking forward to trying to capture different kinds of visual contexts for authentic spoken Japanese. First, I hope to tape a series of self-introductions by a variety of people in various regions of the country. I would also like to interview some of these people on camera about topics that appear in the text I use. It would also be nice to have scenes of interactions taking place in situations that occur frequently, but aren't always mentioned in textbooks. For example, what do you say when you enter a store where no clerks are in sight? How do you politely ask for directions? How do you excuse yourself while making your way through a crowded train? How do you speak to a waitress in a noodle shop?

2. Audio recordings of authentic announcements. This might include the train and platform announcements at the local train stations or the recorded messages on buses that announce the name of each stop. I would love to record the *yakiimo* vendor, but probably won't get a chance in the summer. I might have a chance to record the vegetable vendor, however.

3. Reading comprehension materials. These include menus, fliers, beverage cans, magazines, and photographs of signs. I hope to ask for some posters from my local train station as well.

4. Materials for writing production. Application forms for postal savings plans, record rental club memberships, and student identification cards are examples of this fourth category. The idea is to gather anything that requires a written response to information that must first be understood by reading.

Once back in Illinois, I will systematize and incorporate the materials I gather into the Japanese curriculum here at Uni High. When I am finished, I hope to have authentic materials that can supplement the content of the Japanese curriculum I teach.

We would love to hear from you about how you gather and use authentic materials in your classroom.

Have a great (and productive) summer!

Chris Thompson
University High School
Urbana, IL

SOFTWARE FOR TEACHING JAPANESE: A REVIEW (PART I)

As Japanese has increased in popularity, so have the number of software programs designed to teach aspects of the language. These tend to be a mixed bag. Some are clearly well thought out, and are executed quite nicely; others are simply designed to exploit the market. As a teacher, I look at these programs somewhat differently than the casual user. I have a few "bottom lines:"

1. Can the program be used in my classroom as a teaching tool?
2. Will the program provide remedial or review capabilities for individuals and small groups?
3. Does the program acknowledge that most schools do not have easily accessible computer labs; and even if they do have a lab, will the program serve individual needs and the goals of the individual Japanese program?
4. Are the pedagogical issues current in the high schools reflected in the programs?

For this review, I've looked at three *kana* packages. In the next issue of the Newsletter I will review two *kanji* programs and a total teaching program.

EasyKana from HyperGlot is a graphically "Japanese-looking" package that combines most of the features one would want in a *kana* program: sound, stroke-order, and drills. The interface is intuitive and easy to use; there is excellent control over what you will study, review, and drill. There are no mnemonic aids. *Romaji* is evident, but not intrusive. The study program works well; at any point you can see the stroke order and hear the pronunciation. There is a set of word cards that incorporate a graphic with the pronunciation of the word. You can also hear the pronunciation of the individual *kana* in the word. The list is not particularly long, but does include useful words.

JapanEase: Katakana, a Macintosh program from Ayumi Software, is easily the most graphically sophisticated of the group. The folks at Ayumi have in many ways outdone themselves with the visuals and the design. Highpoints include a marvelous little business card maker (which would be of great interest in the classroom, and which Ayumi should market as a $15 stack by itself), a *gairaigo* album of scenes (baseball, a kitchen, a street intersection, etc.) which displays all the *gairaigo* words at a click of the mouse, and a "notebook" of *gairaigo* in which you can toggle off the word as well as the pronunciation (in *kana* or *romaji*). The central part of the program, however, falters. The pronunciations given are suspect in a few important cases, particularly of *ra*, *ri*, *ru*, *re*, and *ro*. The visual mnemonics are often pushing the edges of the credible. This gives rise to some strange cues: *sa* uses "sign"; *fu* uses "hook"; *so* uses "saw". The entire *ra-gyo* is connected to initial L based cues: log, leaf, loop, leg, and loaf. The *romaji* for this column uses initial L's with the customary Hepburn initial R's in parentheses. Even the pronunciations seem forced to work with the cues and so are not accurate enough. Even though L's are used on these introductory charts (and also *hu*), the normal Hepburn initials are used throughout the rest of the program. It is an odd, and confusing, choice. The animated stroke orders fall victim to a limitation in HyperCard's graphic capabilities. Thus, when there is a sharp angle in a single stroke (as in, for example *ya*,) the initial stroke looks like it is two strokes. Ayumi has added stroke numbers, but do students pay close attention to details like that? There are a number of other cute features--a speaking clock and calendar, for example--and the program has included much spoken material. This has great promise, but the execution of the actual lexical items is not done well. Sentences have unnatural pauses and cadences. Though I can understand some of the reasons this happens, I personally find it poor pedagogy.

Japanese in a Breeze: Hiragana and Katakana, is an IBM program from Eastword Software. This program is as pedagogically sound as they come. The material is presented in a typical manner: you start with the 46 basic *kana*, and continue, step by step, through the *dakuon* until you reach the *yoo-on*. This program relies on verbal mnemonics; thus for *shi* you have "take a hook to fish in the `*shi*'." There is also an editor that permits the students to add their own mnemonic. The review/testing procedure is thorough; the student can mark lessons when they are completed, and the program will keep track of progress. The program suffers from two deficiencies: first, it is visually unattractive; and second, it has no sound. Consequently, the student must depend on English words that approximate the Japanese. This can be useful up to a point (as mentioned in my comments about *JapanEase*, above).

As I look at these programs, three things stand out.

First, I personally have a difficult time using mnemonics, mostly because they have the tendency of pushing the edges of what makes sense. Perhaps more important is that they connect English words to Japanese sounds when culturally and pedagogically this doesn't make much sense.

Second, I find the use of *romaji* a crutch. I'd personally like the option of not having it available at all, so that the students will learn the *kana* as strictly symbols that reflect a specific Japanese sound. Since some texts are *romaji*-based, having the option is important, but tying the rest of us to *romaji* is unnecessary.

Third, I'd like a way of tracking individual work. Only *Japanese in a Breeze* permits this.

The ideal is a cross between all three: *EasyKana's* sound and layout, *JapanEase's* wonderful graphics, and *Japanese in a Breeze's* ability to track and its excellent drills and review materials. Given my four "bottom lines" mentioned above, *EasyKana* gets the nod, though as a teacher I will use it carefully. The site license is also very expensive, and this alone might scare many off.

Purchase Information:

EasyKana (Mac)
HyperGlot Software, 505 Forest Hills Blvd., Knoxville, TN 37919, 1-800/726-5087; 1-unit: $199.95; 15% discount for 5 or more ($169.15 each); site license: $1700.

JapanEase (Mac)
Qualitas Trading Company, 6907 Norfolk Road, Berkeley, CA 94705, 415/848-8080; 1-unit: $99.95.

Japanese In a Breeze: Hiragana and Katakana (IBM-PC)
Eastword, P.O. Box 9025, Berkeley, CA 94709, 415/848-3866; 1-unit *Hiragana* or *Katakana*: $64.95; *Hiragana* and *Katakana*: $99.95; networked/multi-user version: $300.

Fred Lorish
South Eugene High School
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ILLINOIS TEACHERS FORM IATJ

The Illinois Association of Teachers of Japanese was officially formed in November of 1990. The original aim of this group was to exchange ideas and to get to know other teachers in the area. Since then, we have become an affiliate of the Illinois Council on the Teaching of Foreign Languages and have held two conferences in conjunction with this umbrella organization.

At our February meeting, we adopted our first bylaws. The aims of the Association are: 1) to encourage professional development through the exchange of teaching ideas, techniques and experiences; 2) to provide mutual support among teachers of Japanese in Illinois; 3) to encourage the study of Japanese and the development of well-articulated programs of instruction; 4) and through these efforts to promote global awareness and appreciation of all cultures.

We had wonderful sessions at the last conference. The topics ranged from two-way television instruction to Japanese games in the classroom. We hope to have all the Illinois teachers join our group so that together we can become more effective teachers. We are open to any suggestions to make our Association a truly enriching experience for all of us. For more information please contact Itsuko Mizuno, 2087 West Greenleaf, Chicago, IL 60645, 312/761-7382.

CENTER READER SCHEDULED FOR PUBLICATION

Nihon to no Deai, an intermediate-to-advanced-level Japanese reader for high school students, will be published later this year by Stone Bridge Press of Berkeley, California. The illustrated reader tells the story of Amy, a 16-year-old exchange student from America, who spends a year in Japan living with the Yamashita family. In 20 episodes students are introduced to vocabulary, kanji, and common expressions using real-life situations. The reader, written by Caron Allen and Natsumi Watanabe and illustrated by Linda Duke, was developed by the Center and field-tested in a number of high schools throughout the U.S. It will be available from Stone Bridge Press, P.O. Box 8208, Berkeley, CA 94707, 415/524-8732.

AMITY INSTITUTE PLACES FIRST JAPANESE SCHOLAR

The Global Education Program in Red Lake Falls, Minnesota, is preparing to host Amity Institute's first Japanese Scholar. Amity Director, Christopher H. Stowell, is excited about assigning the Scholar to Red Lake Falls, "as it is a very innovative program in a largely rural area . . . Other schools considering inviting Japanese Amity Scholars are in Washington and Connecticut." The Scholar will serve as an intern Japanese language teacher while attending college classes.

Since 1962, Amity has been offering scholarships for young people from many other countries to enroll in an Intern Teaching course with residence at cooperating host schools. The Institute selects young people between the ages of 20 and 30 with a strong spirit of volunteerism and a desire to learn about American culture. The new Japanese Scholar program is co-sponsored by Bunsai Intercultural Student Exchange of Tokyo.

For more information on Japanese Amity Scholars, contact Amity Institute, P.O. Box 118, DelMar, CA 92014, 619/755-3582.

EMPLOYMENT OPPORTUNITY

- San Antonio Independent School District is seeking a teacher of Japanese language and culture for the Multi-lingual School Program, a magnet program open to gifted language learners from throughout the district at the secondary level (grades 6-12). Requirements include a teaching certificate in Japanese or a bachelor's and/or master's degree in Japanese, oral proficiency in the Japanese language, and evidence of employment eligibility in the United States. Salary range: $20,000 - $37,107. Contact Personnel Services, San Antonio Independent School District, 141 Lavaca Street, San Antonio, TX 78210, 512/299-5614.

EMPLOYMENT SOUGHT

- Yoshiko Tashiro seeks a position teaching Japanese in an American high school. She holds a B.A. in American and English literature from Ritsumeikan University in Kyoto, and an M.S. in Administration from West Chester University, West Chester, Pennsylvania. Ms. Tashiro has studied the Teaching of Japanese as a Foreign Language at the National Foreign Language Center of Johns Hopkins University, and has taught Japanese courses at Lincoln University in Pennsylvania. Contact Yoshiko Tashiro, 1013 Elmwood Ave., West Chester, PA 19380, 215/436-0633 (Home), 215/296-4211 (Work).

ANNOUNCEMENTS

- The Sapporo Institute of Language was recently established to offer intensive courses in Japanese as well as training for Japanese language teachers. Courses run anywhere from two weeks to six months long. Homestay or apartment accommodations can be arranged. For more information on this opportunity to live and study in Hokkaido, contact Harumi Shima, Executive Secretary, Sapporo Institute of Languages, Devex Ohdori 20, Nishi 20, Ohdori Chuo-ku, Sapporo 064 Japan, 011/614-1010.

- We recently received a catalog from Cheng and Tsui Company, distributors of Japanese, Chinese and Korean language teaching materials. Cheng and Tsui's catalog includes the complete Alfonso Japanese series for secondary school students, computer software for learning Japanese, Japanese word processing programs, and Japanese films on videotape. Request a catalog from Cheng and Tsui Company, 25 West Street, Boston, MA 02111, 617/426-6074.

- To recognize and encourage exceptional foreign language teaching in grades K-12, the National Endowment for the Humanities with the Geraldine R. Dodge Foundation offers summer stipends of $3,750 for teachers to spend six weeks abroad studying foreign languages and cultures. Full-time teachers of Japanese and other critical languages are urged to apply. Application deadline for 1992 is October 31, 1991. Contact Dr. Doris Meyer, Program Director, or Ms. Naima Ghubi, Associate Program Director, NEH Fellowship Program for Foreign Language Teachers K-12, Connecticut College, 270 Mohegan Avenue, New London, CT 06320, 203/439-2282.

- The Teacher-Scholar Program of the National Endowment for the Humanities offers teachers in the humanities (including foreign languages) an opportunity for intensive study on a well-defined topic for a year. The award is intended to fully replace the recipient's academic-year salary or to supplement other grants or sabbatical pay up to the amount of the salary. Recipients are selected in a single nationwide competition. Contact Teacher-Scholar Program, Division of Education Programs, Room 302, National Endowment for the Humanities, 1100 Pennsylvania Ave., N.W., Washington D.C. 20506 202/786-0377.

- The Japanese Language and Culture Institute is a three-phase program for high school students, that begins with a six-week semi-immersion summer program in Northfield, Massachusetts, June 26-August 7, 1991, and culminates in a six-week total immersion summer program in Japan in June-August of 1992. This program for talented and motivated high school students is offered by the Critical Language and Area Studies Consortium. Total tuition costs for the program are $5,250, not including travel costs. Scholarships are available. Contact Marcia Vallee, Program Officer, CLASC, The Experiment in International Living, Kipling Road, P.O. Box 676, Brattleboro, VT 05302, 802/257-7751, Ext. 3010.

- The Second Critical Language and Area Studies Consortium invites teachers of critical languages, social studies teachers, program administrators and those interested in starting programs, to the second New England Conference to be held May 31-June 1, 1991 in Cambridge, Massachusetts. The Conference will explore such topics as the Integration of Language and Culture, and Application of Technology, Distance Learning and Computers, and will provide opportunities for networking and materials sharing. Contact Marcia Vallee, Program Officer, CLASC, The Experiment in International Living, Kipling Road, P.O. Box 676, Brattleboro, VT 05302-0676, 802/257-7751, Ext. 3010.

SPECIAL THANKS

Kazue Hayashi
Thomas C. Tufts
USY Consulting, Incorporated

SUBSCRIPTION INFORMATION: The Newsletter of the Japanese Language Teachers Network is published four times each year in December, February, May and October. Our publication year begins with the December issue, but new subscribers are welcome at any time. In addition, an Employment Supplement and a list of Resources for Teachers of High School Japanese are published in March and April. Subscription fees are $15 for the six publications, or $10 for the four newsletters only. For more information, or to subscribe, contact Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Avenue, Urbana, IL 61801, 217/244-4808.

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日本語教師ネットワーク

Newsletter of the Japanese Language Teachers Network

Vol. 6 No. 4 October 1991

IT'S TIME TO RENEW!

Welcome back! As the new school year begins, we invite you to renew your subscription to the Newsletter of the Japanese Language Teachers Network. The Newsletter is published four times each year in December, February, May, and October. Our publication year begins with the December issue.

For the coming year, the subscription price of $15.00 will include all four issues of the newsletter and an updated list of Resources for Teachers of High School Japanese (March–April). You will find a subscription form on the last page of this issue. Please complete the form and return it before November 18, 1991, along with your check or purchase order to:

Randy Musselman
University High School
1212 West Springfield Avenue
Urbana, IL 61801.

We look forward in the coming year to providing our readers with practical information related to the classroom and to professional development, as well as an ongoing picture of the status of Japanese language instruction in U.S. schools.

Please note: This will be your final issue of the JLTN Newsletter unless we hear from you by November 18, 1991.

* Subscription fees help to defray the costs of publishing the newsletter and maintaining the Japanese Language Teachers Network, but do not come close to covering all of our expenses. We welcome additional contributions, if that is within your means.

* There will be no separate Employment Supplement in 1992. Instead, we plan to include employment notices in the Newsletter as we receive them.

* While photocopying portions of the JLTN Newsletter is permissible, it would be beneficial to our budget if those of you who have been regularly receiving photocopies of the newsletter from friends and colleagues would take this opportunity to become subscribers.

* If you know of someone who might be interested in subscribing to the newsletter, please send us their name and address and we will be happy to send them a complimentary copy of the October 1991 issue.

Carol Bond
Director

JAPANESE TEACHERS TO MEET AT ACTFL '91

A Participatory Session for Teachers of Japanese will convene at ACTFL '91 on Friday, November 22, from 4:00 to 6:00 p.m. in the Cherry Blossom Room of the Grand Hyatt Hotel in Washington, DC. ACTFL '91, the Annual Meeting and Exposition of the American Council on the Teaching of Foreign Languages, will be held at the Washington Convention Center, November 22–24, 1991. We hope many of you will be able to attend the Friday afternoon session which will be chaired by Center Director Carol Bond. Please come prepared to report briefly on any of the following: the state of Japanese teaching in your geographical area, teaching materials you can recommend, curriculum guidelines you use, successful teaching strategies and activities, state or local organizations for Japanese teachers in your area, or any opportunities or problems unique to teachers of Japanese.

Many other sessions of particular interest to Japanese teachers are listed in the ACTFL '91 schedule, including "Accent on Japanese: Strategies for Building a Secondary School Program," "A Game is Worth a Thousand Worksheets" (Examples are in Japanese), "Japanese and Chinese in the Elementary School: A Content–Based Curricular Approach," "Japanese FLES: A Model Using Japanese Volunteer Instructors," "East Asian Languages and Cultures: National Resources and Programs K–12," and "Authentic Printed Materials as Teaching Aids for Less Commonly Taught Languages." For registration information for ACTFL '91 contact ACTFL, 6 Executive Plaza, Yonkers, NY 10701–6801; 914/963–8830.

CALL FOR PROPOSALS FOR ACTFL '92

The 1992 ACTFL Annual Meeting will be held in Chicago on November 20–22, 1992. The theme for the conference will be "Foreign Languages: New Visions, New Worlds." This is a great opportunity for teachers in the Midwest in particular to present their ideas to a national audience. Request a proposal form from ACTFL, 6 Executive Plaza, Yonkers, NY 10701–6801; 914/963–8830. Deadline for returning the completed forms to ACTFL is December 6, 1991.

THIRTY JAPANESE INTERNS TO BOOST WISCONSIN PROGRAMS

Thirty Japanese interns will share insights about modern Japan with Wisconsin school children during a yearlong adventure in the state's public and private school classrooms. The interns arrived in Wisconsin July 25 and learned about Wisconsin culture and education during two weeks of orientation at the University of Wisconsin–Eau Claire.

The interns will be providing expertise in Japanese language and culture in classrooms throughout the state as part of a Japanese Language and Culture Assistant Program. The intern program––a cooperative effort with the Department of Public Instruction (DPI), University of Wisconsin–Stevens Point, and Japan Forum in Tokyo–– provides participating school districts with a Japanese teacher or teacher trainee during the school year.

This is the third year of the volunteer program, which attracts a large and diverse group of applicants in Japan. This year's interns, who were selected from more than 300 applicants, range in age from 22 to 52.

Interns are not paid for their work, but host districts provide the interns with accommodations and share the cost of local transportation. Chambers of Commerce in host communities have been asked to "Adopt a Teacher" by becoming part of a school-business partnership program.

Wisconsin began expanding its educational relationship with Japan following State Superintendent Herbert J. Grover's study trip to that country in 1986, financed by the National Council of Chief State School Officers. Since that time, Grover has awarded start-up grants for Japanese-language programs in several schools. In 1990, the DPI published *Classroom Activities in Japanese Language and Culture* to help schools expand their foreign language and social studies programs.

Beginning in August, ten Wisconsin residents will spend a year in Japan working as teaching assistants as part of the newly initiated Chiba-Wisconsin Sister Schools program. The assistant teachers will teach English in junior and senior high schools in Chiba.

The Sister Schools program also has matched 20 Wisconsin schools with counterparts in Chiba to exchange class projects, reports, letters, video recordings, and other materials.

Over the past five years, the number of Wisconsin students studying Japanese has risen from 50 to about 600. Last year, 13 schools offered Japanese as a regular curriculum course and an additional 12 schools introduced students to Japanese by way of satellite television courses. The DPI anticipates that 35 schools will offer Japanese language instruction this year. For more information about Wisconsin's programs contact Madeline Uraneck, DPI International/Cultural Studies Consultant, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707-7841; 608/267-2278.

SOFTWARE FOR TEACHING JAPANESE: A REVIEW (PART II)

As Japanese has increased in popularity, so have the number of software programs designed to teach aspects of the language. These tend to be a mixed bag. Some are clearly well thought out, and are executed quite nicely; others are simply designed to exploit the market. As a teacher, I look at these programs somewhat differently from the casual user. I have a few "bottom lines":

1. Can the program be used in my classroom as a teaching tool?
2. Will the program provide remedial or review capabilities for individuals and small groups?
3. Does the program acknowledge that most schools do not have easily accessible computer labs; and even if they do have a lab, will the program serve individual needs and the goals of the individual Japanese program?
4. Are the pedagogical issues current in the high schools reflected in the programs?

In the May issue I reviewed three *kana* packages. For this review, I've looked at two *kanji* programs and a total teaching program.

KanjiMaster is from HyperGlot. KanjiMaster is, like EasyKana, a pleasing program to work with. You can move through the six modules easily; the drill sections work well, and the drill work is tracked so that the student knows what the problem areas are. Since the program is huge, and since not every user will have the hard disk space to store this program, it is possible to load any one of the six modules separately. But there are some severe limitations: there is no differentiation between the *on-yomi* and the *kun-yomi* (some alternate readings can be found in the compounds, but there is no sense of why a certain character has these options); there is only one reading given for each character; and there is a profusion of *romaji* (all listings are done alphabetically in *romaji*, for example). Given the excellent beginnings with the written language presented by HyperGlot's EasyKana, one would hope that KanjiMaster would serve to reinforce this work. No such luck. Additionally, there is no apparent way for the teacher to add compounds or make any additions or adjustments to the individual cards or stacks. This program presents too many limitations to recommend.

MacSunrise from JAPAN Media is a HyperCard realization of the book *Kanji and Kana: A Handbook and Dictionary of the Japanese Writing System* by Hadmitzky and Spahn. In many ways, it is the opposite of KanjiMaster: dense, largely unattractive, and somewhat difficult to use. There is almost more information here than one might want. But in spite of its imposing look and feel, there is much that the individual user, teacher or classroom can use. It is just that access to the material is not at all intuitive; you'll need to have the manual on your lap much of the time you use the program. Stroke order, stroke count, pronunciation and meaning is immediately evident. The pronunciations are given in *romaji*: all caps for the *on-yomi*; lower case for the *kun-yomi*. The pronunciations can also be audible. Stroke order is displayed either stroke by stroke or with sequence numbers at the beginning of the stroke. The learning progression can be manipulated, as can the method one chooses to learn the progression. Likewise, self-tests and flash cards can be created by the user. An added plus is that *hiragana* and *katakana* are also included, so this program can serve as the initial writing resource as well. It can also be used as a dictionary, with a variety of search options. MacSunrise comes in three different configurations: with 100, 500, or 2000 *kanji*.

The choice in this field of two is clear: MacSunrise. But its denseness and thoroughness may confound teachers (the students won't have any trouble, of course). It offers a lot for the money, and once the program's intricacies are unlocked, will serve the classroom very well since it can be manipulated in so many different ways. I would wish that the user could toggle between a *kana* and *romaji* listing of the pronunciation (but that can be done easily enough within HyperCard using KanjiTalk; it will just take some individual work).

Finally, a few words about **Kintaro Sensei** from Pacific Educational Systems. This is a remarkable program. Though written as a software complement to the Alphonso high school text, Kintaro Sensei stands very well by itself. The graphics are rich, the material thorough, the review and testing innovative and interesting, and the audible sections easy to understand. Even more amazing (for this Macintosh user) is that it is IBM based. The program has a text editor (not quite a word processor, but close). The student can select whether they want the material in *romaji*, *kana* or in mixed *kana/kanji*. There are five lessons, but these cover a great deal of ground (and parallel the first book in the Alphonso series). There is one glaring problem: the price. To enable the program to have sound, a special "Voice Production Unit" (VPU) was designed and manufactured. Sadly, there is no mass production as of yet. So, though the software is but $200, it is useless without the $500 VPU. But Kintaro Sensei might well be worth the price as a "station" in the first year classroom. Even though it parallels a text not widely used in the U.S., the material will fit reasonably easily into any first year class. It is certainly worth considering.

Purchase Information:

KanjiMaster (Mac)
HyperGlot Software, 505 Forest Hills Blvd., Knoxville, TN 37919, 1-800/726-5087; 1-unit $149.95; 15% discount for 5 or more ($127.45 each); site license (unlimited reproduction for use at site): $1280.

MacSunrise (Mac)
Stone Bridge Press, P.O. Box 8202, Berkeley, CA 94707, 415/524-8732. Beginner's Version (100 kanji), $99; Intermediate Version (500 kanji), $249; Advanced Version (2000 kanji), $499.

Kintaro Sensei (IBM-PC)
Pacific Educational Systems, 915 Woodhall Drive, Victoria, B.C. V8X 3L7, CANADA, 604/727-6668; 1-unit: $700 (includes Voice Production Unit).

Fred Lorish
South Eugene High School
Eugene, OR

LET'S NETWORK!

In order to better facilitate networking within and among geographic regions, we would like to compile an updated list of state and regional professional organizations for Japanese language teachers. Please write or call us with the following information on your organization: Name, contact person, aims, affiliation (if any), and any other information that may be of interest to others. Please don't assume we already have up-to-date information on your organization.

Example:

Name: Illinois Association of Teachers of Japanese

Contact Person: Itsuko Mizuno (President), Murray Language Academy, 5335 S. Kenwood, Chicago, IL 60615.

Aims: (1) to encourage professional development through the exchange of teaching ideas, techniques and experiences; (2) to provide mutual support among teachers of Japanese in Illinois; (3) to encourage the study of Japanese and the development of well-articulated programs of instruction; 4) and through these efforts to promote global awareness and appreciation of all cultures.

Affiliation: Illinois Council on the Teaching of Foreign Languages.

Write or call-in (M., W. or Th.) your information to: Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Ave., Urbana, IL 61801; 217/244-4808.

TEACHER TO TEACHER:
Japanese Maintenance for Japanese Teachers

Those of us who teach Japanese are engaged in an ongoing struggle to keep our Japanese as current as possible. The late Edwin O. Reischauer used to recommend that non-native speakers who hadn't been to Japan for two years or more shouldn't be using the language out loud. While I don't take this opinion too seriously, it is important for native and non-native Japanese speakers alike to keep current if we are to be effective teachers.

A few years back, I was adviser to Japanese children attending public school in the Indiana school district where I was employed. Each year there would be a new kid, fresh from Japan, who would share the latest developments in adolescent Japanese language with new friends in exchange for help with English homework. It was interesting to watch as the kids who had been away soaked up the new information and began trying to incorporate it into their Japanese language patterns. It was comforting to know that I wasn't the only one struggling to maintain current Japanese.

Language is dynamic. According to experts, although the basic structure of a language remains fairly constant over time, grammar usage, slang, vocabulary, and other aspects of a language influenced by daily life in that culture tend to change most rapidly.

While teaching the Japanese pedagogy class at the University of Illinois, a veteran Japanese professor often asked the young native speakers in his classes, "How do young people in Japan these days use this word?" or ". . .this expression?" or ". . .this form of the verb?" It was amusing to me that the professor himself used the expression "*tabako o nomu*," (to smoke a cigarette), instead of the more contemporary expression "*tabako o suu*." Even this distinguished scholar and native speaker was not immune to the dynamic nature of language.

Language is not only constantly changing, it is strongly dependent on the economic, political, and cultural environment in which it is used. Knowledge about Japan is almost as important as the language itself. As we maintain our Japanese language skills we need to be keeping up with current events as well.

This past week, I presented a mini unit on sumo during the last thirty minutes of a Friday class. I happen to love sumo, and try to keep up on the sport as much as I can. When one of my students asked me, "So who is the current champion?" I began to say, "Chiyonofuji. . .", when I realized that he had retired and that I didn't know who the current champion was. (I have since found out that Kotonishiki won the Autumn Grand Sumo Tournament.) Information about Japan that is accurate to within one year or so may seem current enough, but I couldn't answer my student's question as accurately as I would have liked. If a student asks me about computer games in Japan, I want to know that the word for a family Nintendo set is *famikon*. Students enjoy learning vocabulary that is contemporary.

How can we keep our Japanese fresh? What can we do to maintain our language skills and to keep our knowledge about Japan as current as possible? I am finding that maintenance strategies in my life are as dynamic as the Japanese I'm trying to maintain.

For keeping up with current events, authentic Japanese documents are the best, but not always the most practical. Newspapers like *Asahi Shimbun* and *Yomiuri Shimbun* can be subscribed to, although they are expensive and difficult to read. It is sometimes possible to find the papers in libraries or to ask acquaintances in Japan to send clippings or copies of articles. This is a great way to study Japanese and get caught up on current events at the same time.

I subscribe to the *Japan Times* Weekly International Edition and find that the comprehensive nature of the content makes it worth the investment. Because it is in English I can absorb a lot more information in a shorter time. Our school library also subscribes so I can recommend it to students as well.

Look Japan is also a good source of quick and easy information about Japan in English. Sometimes the publisher is willing to donate subscriptions to secondary schools.

For listening comprehension maintenance, I have just discovered the short wave N.H.K. Nippon Kokusai Hoso on SW: 15325. At 9:00 p.m. Central Time, there is a one-hour broadcast of Japanese news, sports, current topics, and comments from listeners. Immediately following this program at 10:00 p.m. there is an English version of the same program. The daily broadcast is live so it is possible to stay informed about news in Japan as it occurs.

Maintaining speaking skills is sometimes a problem. Fortunately, here on the U. of I. campus, there are many native Japanese with whom I can practice my spoken Japanese. I find it rewarding to spend time with people in a variety of age groups for linguistic as well as for social reasons.

Writing has always been difficult for me. One thing I try to do is to write my lesson plans in Japanese. This way, I can practice a certain pool of kanji every day. Writing letters is also good practice, but time-consuming and difficult. Recently, I tried to write a letter in longhand (instead of using the much more impersonal but convenient *waapuro*), and it seemed to take forever. Just this fall I decided to try keeping a Japanese diary. I found that I needed to use different kinds of words and phrases in this context, and was forced to use still different kanji than when writing lesson plans or letters. My goal is to write regularly, though there are days when I write only one sentence.

Reading is also difficult. I have tried reading challenging material on a regular basis, but have usually burned out. I have tried to read text books for non-natives containing readings which would supposedly "enhance" reading skills, but I could never get through a single story in one sitting.

Recently, I have been having more success by reading a secondary student version of *Nihon Obake Banashi* on a regular basis. The point here is not the quality of the content, but the fact that I found it kept my interest. It is easy for me to read and the stories are fascinating. I can read a short story in a few minutes rather easily, and it's fun! Sticking with something that isn't too hard, and that is enjoyable seems to have the most long-term benefits for me.

Some teachers benefit from reading the *Nihongo Journal* or *Gekkan Nihongo*, both published by ALC. These are good sources for maintaining reading proficiency as well as for keeping up with current expressions and trends in Japanese language education.

Ultimately, the best thing for all of us is to visit Japan whenever possible. I realize that this is not always the most practical solution to language maintenance, but there are an increasing number of opportunities becoming available. There is nothing like using Japanese in Japan.

If you have any maintenance strategies that have worked for you, please share them with us. Something that seems obvious to you may not be to the rest of us.

Subscription Information:

Yomiuri Shimbun, 1-7-1, Ote-machi, Chiyoda-ku, Tokyo, Japan; 3/242-1111.

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Chris Thompson
University High School
Urbana, IL

COOPERATE!

Foreign language teachers have long understood the value of having students work together in pairs or small groups--to prepare a dialogue, to drill vocabulary words, or to compete as a team in a classroom game, for example. Such group work has recently taken on a new meaning as teachers begin to explore the principles of "cooperative learning" and to develop ways for using them in the foreign language classroom. Briefly stated, cooperative learning involves the establishment of heterogeneous groups of students who work together on a variety of tasks over a period of several weeks. The goal is to develop a mutually beneficial interdependency that enhances learning and the development of social skills.

We would like to prepare an article on cooperative learning in Japanese classes for a future issue of the Newsletter. If *you* have used cooperative learning techniques in your classes, please let us know in a brief note or postcard sent to Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Ave., Urbana, IL 61801.

WE RECOMMEND. . .

Communicative Activities for the Japanese Classroom, by Toshiko Mishima and Yoko Pusavat, is a good source of ideas for oral proficiency activities in the classroom. The collection of thirty engaging activities includes "Who is the Celebrity?," "Travel Abroad," "What is in the Refrigerator?" and "Cultural Bingo." Many of the activities include suggestions for use at a variety of levels of proficiency. Available for $16.00 from the Institute of Teaching and Learning, California State University, Office of the Chancellor, 400 Golden Shore, Suite 304, Long Beach, CA 90802–4275; 213/590–5982.

FIND YOUR PERFECT MATCH!
A Student–to–Student Interaction Game

Much has been said and written over the last several years about the importance of including structured, student–centered communicative activities in the foreign language classroom. "Find Your Perfect Match!" is one such activity which I developed for my classrooms. The basic idea came from a workshop presentation in Urbana several years ago by then University High School teacher Hiroyo Demers.

Each student receives identical cards listing a variety of choices they can make about who they are, what they like, etc. (An example for a first semester class and one for a second year class are included here.) Before the game starts, each student reads over the list and circles his or her selection from the choices given. Without showing their cards to anyone, students interact with each other using structured dialogues as shown. When two students complete the task, they each receive a certain number of points based on the number of matches they have, and move on to form new pairs. If two students have a perfect match of answers, they receive bonus points. The student who has the most total points when the teacher calls time is the winner. (The prize could be something simple, for example, an extra–credit point or permission to be waiting at the door when the bell rings!)

Students are motivated to interact with as many other students as possible and to cooperate with each other so that they can earn more points. Students enjoy this activity and they are using Japanese to communicate with each other.

As a variation, bonus points could be given for "zero matches" as well––"Find Your Perfect Opposite!"

Note: Teachers may prefer to have the structured dialogues take place in the informal rather than the *masu/desu* form. Or, they can arbitrarily designate some class members to roleplay adults, so that some conversations take place at the informal level of language and others at a formal level.

Cliff Darnall
Elk Grove High School
Buffalo Grove High School
Illinois

FIND YOUR PERFECT MATCH!

Cliff Darnall, Twnshp. H.S.Dist. 214, Arlington Hts., IL 60005 c. 1991
Drawings by Shinobu Itoh, Takako Takayanagi, Ayano Tamura, & CD

For each indicated time period, circle the activity of your choice from the options given. Do not show anyone your card. Your goal is to use Japanese to find others who match or nearly match your choices. The conversation should proceed as follows:

A: Bーさん、*Time Word*、なにをしますか。
B: (Gives choice in ます form). Aーさんは？
A: if A had chosen the same activitiy: わたしも ...ます。
otherwise: わたしは ...ます。

Then reverse roles to carry on the conversation at the next time period. You might use じゃ or それじゃ to start later parts of the conversation.

When you finish interacting with another student, both of you should give yourselves the following number of points:

5 points for a perfect match of answers,
3 points for 3 of 4 answers the same,
2 points for two matches, and
1 point for one or no matches.

Jot down the name of the partner and number of points in the margin, then quickly find new partners and continue the activity.

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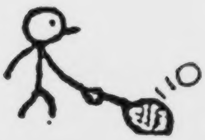

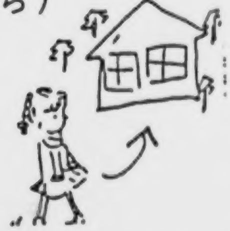

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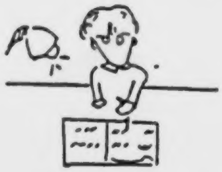

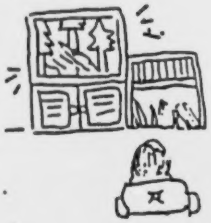

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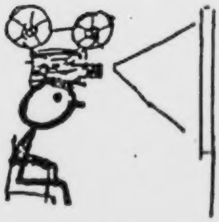

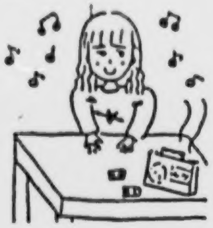

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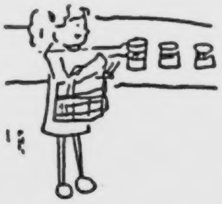

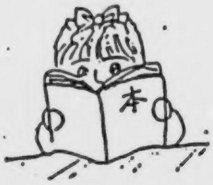

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FIND YOUR PERFECT MATCH!

Cliff Darnall/Fuyuki Mine, Twnshp. H.S.Dist. 214, Arlington Hts., IL 60005 c. 1991

Choose the answer you want to give for each question and circle it. Do not show anyone your paper. Use Japanese to find others who match or nearly match your choices. Both partners get 1 point every time an answer matches. The 5th through 7th matches count double (two points each). A complete match is worth 15 POINTS!

The conversation should proceed as follows:

A: Bーさん、...て（い）ますか／（い）るの。
B: (Gives choice using ...て（い）ます／（い）る form, then asks Aーさんは？
A: if A chose the same: わたしも ...て（い）ます／（い）る。
otherwise: わたしは ...て（い）ます／（い）る。

Then reverse roles to carry on the conversation. When finished, jot down points and tne name of your partner, then find a new partner to interview.

home 住む	東京	京都（と）
hobby しゅみ	切手／あつめる	ギター／習う（なら） (Learn)
for.lang. studies 外国語（がいこくご）／勉強（べんきょう）	英（えい）語	フランス語
study time 毎晩（まいばん）／何時間／勉強	二時間	三時間
Clubs クラブ／入る（はい）	テニス部（ぶ）	空（から）手部
Pt-time job アルバイト	マクドナルド	X（ありません）
Father's work: お父さん／どこに／つとめる	商事（しょうじ）会社（かいしゃ） (Trading Company)	銀行（ぎんこう）
Where mother is now お母さん／今／どこ	スーパー	仕事（しごと）

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ANNOUNCEMENTS

* Which U.S. colleges and universities offer Japanese language courses? There is an updated booklet now available to help answer the question. "Foreign Language Requirement Survey for the Colleges and Universities in the United States" includes listings for approximately 1000 colleges and universities and indicates which less commonly taught languages (including Japanese) each offers. Information on foreign language requirements for admission and for graduation is also given. The Survey is available for $20.00, including shipping and handling from IFLTA (Illinois Foreign Language Teachers Association), P.O. Box 2244, Glen Ellyn, IL 60137.

* Pacific-Rim Slide-Shows offers books, slide sets and educational kits for teaching about Japanese language and culture to students in grades K-12. Request a catalog from Pacific-Rim Slide-Shows, #302-130 East 15th Avenue, Vancouver, B.C., Canada, V5T 4L3; 604/872-7373.

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The Newsletter of the Japanese Language Teachers Network is published four times each year in December, February, May and October. Our publication year begins with the December issue, but new subscribers are welcome at any time. In addition a list of Resources for Teachers of High School Japanese is published in March-April. The subscription fee is $15 for the five publications. For more information, or to subscribe, contact Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Avenue, Urbana, IL 61801, 217/244-4808.

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_______ Other (please specify)____________________

If you know of others who might be interested in joining the Japanese Language Teachers Network by subscribing to the Newsletter, please write their names and addresses below. We will send them a free October newsletter.

Name: ____________________

Address: ____________________

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Please make checks payable to the UNIVERSITY OF ILLINOIS. Send this form with your check by November 18, 1991 to Randy Musselman, University High School, 1212 West Springfield Avenue, Urbana, IL 61801.

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日本語教師ネットワーク

Newsletter of the Japanese Language Teachers Network

Vol. 7 No. 1 December 1991

LANDMARK MEETING HELD IN WASHINGTON

Plans are under way to establish a national organization for secondary school teachers of Japanese. Important first steps were taken in this direction at a Leadership Conference held in Washington, D.C. on December 7, 1991.

The meeting was convened by the Center for Improvement of Teaching of Japanese Language and Culture in High School (CITJ), the Association of Teachers of Japanese (ATJ), and the National Council of Organizations of Less Commonly Taught Languages. The conference was presided over by Professor Hiroshi Miyaji (President of ATJ), with Carol Bond (Director of CITJ) as co-presider. Participants included 12 teachers who represented geographic regions of the country where Japanese is well-established in schools and who have had experience as leaders or active participants in state and local organizations. Also attending as special guests were Mr. Ei'ichi Hamanishi, Director of the New York Office of The Japan Foundation, and Mr. Yasuaki Kaneda, Director of the newly established Japan Foundation Language Center in Los Angeles.

The purpose of the meeting was to explore ways to establish channels of communication and collaboration among secondary school teachers and others who share a commitment to the development of instructional programs in Japanese. Discussion centered on the professional needs of Japanese teachers, on progress made in recent years, and on the structure and purpose of existing professional organizations. Also discussed was the need for Japanese teachers to have a unified voice at the national level, in order to influence policy and appropriations related to foreign languages to benefit Japanese programs at the secondary level.

It was agreed that a national organization would be beneficial, and a committee was nominated to explore existing models and to develop an implementation plan. The initial task of the committee will be to articulate a mission statement and to analyze the structure and format of existing organizations for teachers of less commonly taught languages. Later, a set of by-laws will be developed, the temporary planning committee will be dissolved, and a national election of officers will be held. The JLTN Newsletter has offered to serve as the official voice of the new organization.

Japanese teachers throughout the United States will be asked to provide comments on the proposed mission statement and by-laws in Spring of 1992. In the meantime, comments and suggestions may be sent to the Committee Chair: Nick Pond, Murray High School, 5440 South State, Murray, UT 84107. Other members of the planning committee are: Leslie Birkland (Kirkland, WA), Norman Masuda (Palo Alto, CA), Yukio Ito (Brookfield, WI), and Yuriko Rollins (Springfield, VA). Ex-officio members are Carol Bond (CITJ) and Fred Lorish (Task Force for Developing National Curricular Guidelines in Japanese). The next meeting of the planning committee will be held on February 29, 1992.

The planning committee and all of the Leadership Conference participants wish to express their deep appreciation to Professor Hiroshi Miyaji for his support and leadership, to the Japan Forum and the National Foreign Languages Center (NFLC) for financial support for the conference, and to NFLC, ATJ and The Japan Foundation for providing financial support for the committee's work.

Carol Bond
with
Nick Pond

NEWS FLASH!!

New YFU Scholarship Opportunity Requires Immediate Response

A two-week scholarship to Japan is being offered to 130 American teenagers currently or previously enrolled in Japanese language courses. The program is administered by Youth for Understanding (YFU) International Exchange, with funding provided by the Japanese Government.

The trip will take place in late March/early April 1992 at a total cost to the student of only $200. This fee includes airfare, transportation, meals and lodging (approximate value $4,500). The tentative schedule is as follows:

* 2 to 3 days orientation in Japan
* 4 to 5 days living with volunteer family
* 4 to 5 days travel in Japan with guides

Applicants must be nominated by their language teacher or a school official and should meet the following requirements:

* 15 to 18 years old
* currently (or previously) enrolled in Japanese language course(s)
* high overall academic achievement
* motivated to improve Japanese-U.S. relations
* cross cultural skills

Each school may nominate *one* candidate only.

Completed application must be postmarked by January 15, 1992. Schools or individuals wishing to obtain information packets and applications may contact Rosa Fuller at:

YFU International Exchange
Scholarship Administration
3501 Newark St., NW
Washington, DC 20016
202/895-1184

WHAT I LEARNED AT THE ACTFL MEETING

It was great to see so many old and new friends at the ACTFL meeting in Washington, D.C. Japanese is beginning to make its presence known on the national scene! All of the many excellent sessions featuring Japanese were well attended. Ann McCarthy's standing-room-only presentation on classroom games, for example, was attended by more than 100 enthusiastic teachers of *all* languages. Although Ann's examples were in Japanese, teachers of Spanish, French, and German learned new ideas that they will be able to adapt to their own language classrooms.

ACTFL participants were unanimous in their hope for future opportunities for Japanese teachers to get together to exchange ideas and information. In a few states (Washington, Hawaii, Illinois, for example) professional organizations have already formed to provide regular opportunities for Japanese teachers to meet. However teachers need not wait for an organization to form in their state before experiencing the revitalization that derives from interaction with other teachers.

While it is true that Japanese has unique characteristics, teachers of Japanese have more in common with teachers of French or German than they have differences. We are all trying to teach our students how to communicate in a language that is not their own and we are trying to teach them in ways that are varied, engaging, and educationally sound. And we *all* run out of original ideas sooner or later!

It is well worth attending state or regional meetings and conferences for foreign language teachers, even if there is not a single session featuring Japanese. Who knows, perhaps *your* presence will spark an interest in offering sessions specifically for Japanese teachers in the future.

I'd like to share with Newsletter readers a few ideas that I learned from a Spanish and a French teacher at the ACTFL Conference that should also work well (perhaps with some modification) in Japanese classes.

Dialogues

The purpose of this activity is to encourage students to transfer learned material to new situations. The activity may be used at any level. In advance, the teacher prepares on three-by-five cards a short (4 to 6 lines), original dialogue in English for every two members of his or her class. The dialogues should focus on the particular vocabulary or grammatical points being reviewed. One example might be:

How are you today?
Not too well.
What's the matter?
I have a cold.
Why don't you go home?
I have a test today.

Other dialogues will be similar, using statements like: I have the flu, I have a fever, my head hurts. The advice might be: take an aspirin, call the doctor, drink some water, get some rest. The cards can be laminated and re-used later.

As the students come in, the teacher assigns partners and hands them a card. Students have five minutes to figure out how to convey this information in the target language. They do not write anything down. (Notice that this is *not* a translation exercise. And, there is no time to memorize.) Since the dialogues are based on just-learned grammatical points or vocabulary, students are usually able to do them without looking things up, but they are allowed to refer to their books during the five minutes.

When students present their dialogues in front of the class, they are permitted to take their English copy with them as a prompt. The activity stays interesting because every group presents a slightly different dialogue, and yet students will not be trying to say things that are too complicated.

The teacher should always make up one dialogue for three speakers, in case there is an uneven number of people in class that day.

Gradual Sit-Down

This activity helps develop listening skills. The whole class is told to stand up and listen to the teacher. They sit down when they hear something that does *not* apply to them. Initial comments should be very general, for example, "You are a student at XXX school," "You speak English," "You are studying Japanese," "You are wearing something very attractive." Naturally, no one will sit down. The rest of the sentences should gradually eliminate students: e.g., "You have red hair," "You are wearing blue jeans," "You're wearing a watch," "You're wearing glasses." Eventually only one person will be standing who fits everything that has been said. That person must try to repeat as much of what has been said as possible, while the others listen and prompt, if necessary.

Yarn Stories

In advance, the teacher collects scraps of yarn of various colors and cuts them into lengths of one foot to several feet. Then the teacher knots the pieces into one long strand, alternating colors. This yarn is rolled into a ball. Students take turns telling a story, and as they talk they gradually unroll the ball of yarn. They must continue talking until the color changes. When it changes, they hand the ball of yarn to the next student who rolls the yarn and continues the story, and so on until the yarn is used up. The teacher can set his or her own parameters for the story. For example, students must use a particular verb tense, or they must use vocabulary from a particular unit, or they must describe a tourist's stay in Tokyo, etc.

The above activities are based on a lively presentation by Kathleen Cook, Cheyenne Mountain HS, Colorado Springs, CO and Patricia Sprock, Greeley West HS, Greeley, CO.

Carol Bond

SENATOR ROCKEFELLER ON LEARNING JAPANESE: LOOKING BACK AND LOOKING AHEAD

[Editor's Note: The following remarks by Senator John D. Rockefeller IV (W. Va.) were given at the March 7, 1991 meeting of the National Foreign Language Center Advisory Council on the Teaching of Japanese in the United States. We reprint them here from the Spring/Summer issue of the "NFLC Perspective" with permission from the NFLC.]

In my office yesterday were a teacher and a student from McDowell County, West Virginia, one of the four poorest counties in the United States. The student was studying Japanese via satellite links working through public television. If you understood

McDowell County, and had then seen that student, and the teacher who was teaching her Japanese--again the teacher being educated via this telelink process--it was quite remarkable.

The question is: How do you galvanize Americans to meet the competition in the world intellectually as well as economically? I think that language is where you have to start.

Dr. Reischauer was my mentor at Harvard. I finished my junior year, went to Dr. Reischauer and said that I wanted to go to Japan, can you get me there. And of course he could. I ended up at the International Christian University and within two or three weeks I understood that if I was going to get anything out of that year, it had to be through language. Good will, cultural understanding, and exchanges would take you a certain length but no farther. It was then that I decided to simply just dig in until I "mastered" Japanese.

I spent the next three years in intensive Japanese language studies in what is now an outrageously outmoded method, but it was very exciting for us. There were two other Americans. Most of the others were Chinese, who already had all the *kanji*. The competition was incredibly keen and I remember that every single day we were rated. We were tested every day and it was dictation: *kanji*, *katakana*, *hiragana*, or reading. And every day our ranking was put on the bulletin board. It was just ferocious competition, which is exactly what you need.

I lived in a traditional Japanese house, a boarding house, for the first year. Then several Japanese students and I went off into a wonderful old-style paper and wood house in the middle of rice fields next to a cemetery. Now it is a twenty-story apartment building and long gone. Each day I would get up and the temperature inside in the winter would be the same as the temperature outside. My first task of the day was to boil water so I could pour it on my wash cloth, which was on the stone sink outside. Everything was frozen, so I had to unfreeze my washcloth in order to be able to shave. That would usually be at about five in the morning. Then I would just bury myself in Japanese language for two hours before class. I would have my *kanji* book here and my writing pad there and it was really like going through Harvard law school three times, in my judgement.

I came out of it, as you had to at ICU, bilingual. I came back to Harvard and changed my major to Far Eastern Language and Studies and then headed off to Yale to study the Chinese language.

Although my career path changed when I moved to West Virginia as a VISTA worker, I still have strong feelings about my years studying in Japan. My point is that with the Japanese you can only get so far with goodwill and understanding and exchanges. After that, you come to a dead screeching halt. Language is the only way that you get through.

I think the status of Japanese language in this country is probably improving rapidly. We need to encourage strong Japanese language programs in our country. I often think about a friend who is doing a remarkable job. She is a superb teacher and has been able to work wonders with her students through a combination of classroom training, summer programs, and summer trips to Japan. They come back to study the language, then go back to Japan. These youngsters are on their way to careers in government or business. They're going to be very good in Japanese because they will continue their studies. They are starting when they should, when they are young.

CENTER PLANS SUMMER WORKSHOP

The Center for Improvement of Teaching of Japanese Language and Culture in High School at the University of Illinois in Urbana–Champaign is planning a summer workshop for eight pre–collegiate Japanese language teachers, June 28–July 28, 1992. The workshop will begin with a five–day seminar on proficiency–based Japanese instruction to be held at the University of Illinois and will culminate in a three–week trip to Japan. Participants will spend 11 days at a community center in Tokyo where they will participate daily in activities with community members (e.g. Mothers' Club, Young People's Travel Study Group, Ikebana Club, Shogi Club, Daycare Center). Throughout the trip, they will collect authentic materials for individual and group curriculum projects and will meet together to share experiences and to develop teaching materials. The group will spend three days in Kyoto or Hiroshima and seven days in Towa–cho (Iwate Prefecture). Here they will stay with Japanese families, experience daily life in a small rural town and visit schools. Application forms will be available in February. Cost to participants will be approximately $1,700. The workshop will be held contingent upon the receipt of funding.

TEACHER TO TEACHER

On Making and Using Multiple Choice Questions

Teachers who use authentic materials in their classroom are often searching for better ways to elicit student responses. In developing activities to accompany authentic reading materials, whether a menu, a JR train ticket, a T.V. program schedule, or an ad for a record shop, questions typically require creative problem solving, but don't hold students accountable for a single "best" answer.

As teachers, we are all interested in measuring whether or not our students are developing the abilities necessary to solve real life language problems. Recently I have tried developing multiple choice questions for the authentic–material based activities that I use in my classes. The multiple choice question/answer format sometimes has the undeserved reputation of being "too easy." But used in the proper way, multiple choice questions can create decision making situations perfect for challenging a second language learner's knowledge of and skill with a target language.

Professor Alice Omaggio–Hadley of the University of Illinois suggests that a multiple choice format makes proficiency–oriented authentic–material–based activities more efficient. Following are a series of steps that will help to tune–up the quality of the multiple choice questions you create. These suggestions were derived in part from Professor Omaggio–Hadley's class for her French teaching assistants.

1. The first thing to keep in mind when developing any test is to define the scope of the test. What information do you want to include in your test? What skills do you want to make sure your students have grasped?

2. Be sure the context of the questions represents the entire scope of the material you want to draw from. It is very easy to fall into the habit of focusing on limited aspects of the whole, over and over again.

3. Determine the format that you will use for your questions. There are two formats that are recommended for multiple choice questions: completions and rejoinders.

Completion

Japan's longest island is. . .

A: Hokkaido
B: Honshu
C: Kyushu
D: Shikoku

Rejoinder

What are Nengajo?

A: Good luck charms
B: Money gifts
C: Sweets made with azuki beans
D: New Years cards

In type one, the sentence must be completed using the correct information. In type two the correct answer is the most suitable retort to the stem. Both of these question types model real communication style. In type one a single speaker finishes the sentence. Type two represents a response to a question asked by another speaker.

4. Begin writing the questions by writing the stem and then the correct answer. Be sure to vary the position of the correct answer.

5. Next, write the wrong answers--the "distractors"--keeping in mind their plausability. Try to choose possibilities that require meaningful discrimination on the part of the students to "see through" the correct answer.

6. After administering the test, ask for student feedback concerning your questions. Students can often shed light on features that we as teachers don't see the same way.

By following the procedures above, multiple choice questions can be created fairly quickly and efficiently. Below is a list of questions I devised for a McDonalds' menu:

Multiple Choice Questions: Circle the appropriate answer.

1. Which food item on the menu is the most expensive?

A: The Teriyaki McBurger
B: The Big Mac
C: The Hamburger
D: The McFried Potatoes

2. How much does the double cheeseburger cost?

A: 300 Yen
B: 240 Yen
C: 210 Yen
D: 350 Yen

3. You order a てりやきマックバーガー and a マックシェイク
How much will they cost?

A: 480 Yen
B: 510 Yen
C: 370 Yen
D: 460 Yen

4. What food item below would you probably not find at a McDonald's in America?

A: ハンバーガー
B: チーズバーガー
C: ビッグマック
D: てりやきマックバーガー

5. Which beverage item below would you probably not find at a McDonald's in America?

A: アイスティー
B: コカコーラ
C: アイスコーヒー
D: マックシェイク

6. Which of the non-beverage items below is in the beverage section of the menu?

A: てりやきマックバーガー
B: ギフトカード
C: ハンバーガー
D: チーズバーガー

7. How many peices does the medium sized Chicken McNuggets include?

A: 9
B: 5
C: 16
D: 24

8. You have 810 Yen. Of the possibilities below, what could you purchase that will require you to use all your money?

A: Double Cheese Burger/Large Sprite/Medium Sundae
B: Fillet O'Fish/Double Burger/Small Fries/Small Fanta Orange
C: Big Mac/Large Fries/Large Coke
D: Medium McNugget/Mac Shake/Small Fries

I found that this format enables students to work with authentic-material based reading activities independently or in pairs, inside or outside of class. A multiple choice format also allows me, as a teacher, to talk students through the cognitive processes required to arrive at the best of the possible answers.

A multiple choice question format seems to give beginning students more confidence as well. As one student of mine put it, "I added up the cost of the burger and the shake, but I wasn't sure I was right until I saw my answer in the question." In this way, a multiple choice format helps to confirm a student's efforts.

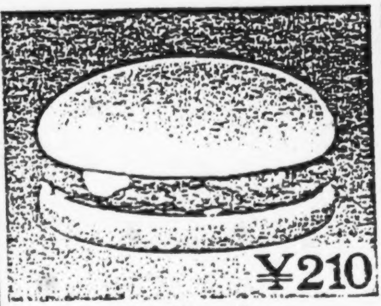
All in all, a multiple choice format seems to enhance a reading activity by providing closure. Teachers can confirm student skills in a more concrete way, and students are given options from which they can choose. This method can be applied to any language task that requires the use of multiple skills to solve a problem.

Chris Thompson
University High School
Urbana, IL

Lunch & Dinner

朝11時からのメニュー

ビッグマック　**てりやきマックバーガー**



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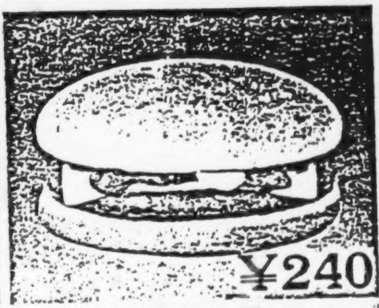

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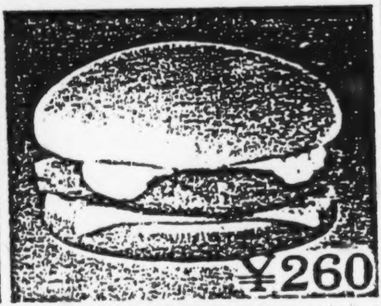

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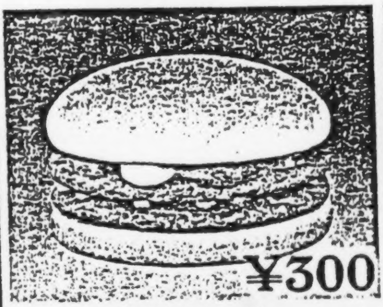

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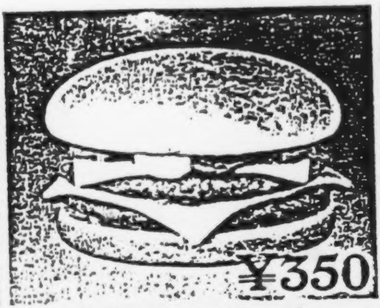

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BEST COPY AVAILABLE

JAPAN FOUNDATION LANGUAGE CENTER TO OPEN IN 1992

The Japan Foundation will be establishing a Language Center in Los Angeles in 1992, in response to the rapid increase in demand for Japanese language studies in North America. Programs implemented by the Language Center will focus primarily on the area of secondary education.

Among the Language Center's many plans are:

1. To conduct Japanese language courses, focusing on intermediate and advanced levels
2. To establish a library of Japanese language teaching materials for perusal and loan (including long-term loans for trial use)
3. To conduct or assist with study and training sessions for Japanese language teachers
4. To offer consulting on matters relating to Japanese language instruction

The Newsletter will keep readers informed of the programs of the Language Center as they develop.

SUMMER PROGRAMS FOR JAPANESE TEACHERS ANNOUNCED

* Columbia University's Department of East Asian Languages and Cultures invites applications for the 1992 Summer Institute in Japanese Language Pedagogy under the direction of Professor Seiichi Makino together with Professors Mutsuko Endo-Simon, Wesley Jacobsen, and Akira Miura. Applicants may choose one of two intensive courses of instruction: one on the teaching of elementary Japanese and the other on teaching intermediate and advanced levels. Each course offers 20 hours of instruction per week for four weeks from June 22 to July 17, 1992 at Columbia University in New York City. Native speakers of either Japanese or English may enroll; however advanced proficiency in both languages is required. Tuition and fees will be $1,896 for each four-week course, for which students will receive four graduate credits. The application deadline is March 15, 1992. Application packets must include a one-page statement of purpose in Japanese, two letters of reference, transcripts, and a completed application form. For application forms and further information, please contact: Keiko Chevray, Institute in Japanese Language Pedagogy, 516 Kent Hall, Columbia University, New York, NY 10027; telephone 212/854-5500, FAX 212/854-7480.

* The Department of Modern Languages and Linguistics at Cornell University will offer a Japanese teacher training workshop, June 15-July 17, 1992. The 20-hour per week course will emphasize techniques, materials preparation, testing procedures for teaching Japanese as a second language, and linguistic analysis of Japanese. Opportunities for classroom practice will be provided. Native speakers of Japanese and of English will be accepted but advanced proficiency in both languages is required. Tuition and fees will be $950. Final deadline for application is May 1, 1992. Anyone interested in applying for a scholarship should include a detailed curriculum vita and two letters of recommendation with their application. For more information write or call: Japanese Teacher Training Workshop, Department of Modern Languages and Linguistics, Cornell University, 203 Morrill Hall, Ithaca, NY 14853; 607/255-6457.

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WE RECOMMEND...

Let's Play Games in Japanese by Scott McGinnis, Mineharu Nakayama and Tao-chung Yao is now available from the National Textbook Company. (Last year's Newsletter subscribers may remember that we reprinted several of the games in our December 1990 issue.) Games are a wonderful way for students to use the Japanese they are learning in an entertaining, non-threatening setting. *Let's Play Games in Japanese* describes over seventy games and variations adapted for use in the Japanese language classroom. Some are based on traditional Japanese games, adding cultural interest. All are organized by skill areas and difficulty level. A Subject Reference lists games according to the specific area of study they reinforce (Connectives, Honorifics, Negation, Requests, Temporal Expressions, etc.). Softbound, 180 pages. $13.95. Order from National Textbook Company, 4255 W. Touhy Avenue, Lincolnwood, IL 60646-1975; 800/323-4900 or 708/679-5500.

EMPLOYMENT OPPORTUNITIES

* The Cincinnati Public Schools is currently accepting applications for elementary (K-8) and secondary (9-12) teachers of Japanese. Contact Carolyn Andrade, Supervisor, Elementary School Foreign Languages 513/369-4804; Nelida Mietta-Fontana, Supervisor, Secondary Foreign Languages, 513/369-4937; or Personnel Branch, Cincinnati Public Schools, 230 E. Ninth Street, Cincinnati, OH 45202, 800/262-2462.

* St. Mark's School of Texas, a private college preparatory school for boys, is seeking a candidate to teach Japanese in its Lower School program (grades 3-6) beginning in the fall of 1992. Requirements include: a thorough knowledge of the culture of Japan, a Master's degree or equivalent in the Japanese language, and a willingness to develop a full curriculum for the school's Japanese Studies Program. Must enjoy working with young students. Salary range, $25,000-35,000. Excellent benefits. Contact Paul Weadon, Chairman, Language Department, St. Mark's School of Texas, 10600 Preston Road, Dallas, TX 75230-4047, 214/363-6491.

* The Department of Defense Dependents Schools seeks certified elementary teachers qualified to teach partial language immersion classes in Japanese. One year of full-time professional experience is a selection factor. Applications are accepted year-round. For additional information regarding qualification requirements, salary, benefits, and current application, send a postcard to: Mr. Marv Kurtz, Education Division, Department of Defense, Dependents Schools, 2461 Eisenhower Avenue, Alexandria, VA 22331. Or call: 703/325-0660 (Education Division) or 703/325-0885 (Teacher Recruitment).

* The Kansas City, Missouri, School District has begun its fifth year of operation in a magnet schools program, with nine foreign language magnet schools. They are currently hiring between 20 and 30 new staff members in many different languages, including Japanese, French, German, Latin, Russian, Chinese, and Spanish. Those interested in teaching K-12 should contact: Dr. Paul A. Garcia, Curriculum Coordinator, Foreign Languages, Kansas City, MO School District, 1211 McGee Street, Kansas City, MO 64106, 816/871-7000.

SUMMER EMPLOYMENT OPPORTUNITIES

- Youth For Understanding (YFU) International Exchange seeks qualified Japanese language teachers to assist in a pre-departure language program for high school students going to Japan in June 1992. YFU will conduct pre-departure orientation and language programs June 13–26, 1992 in San Francisco, CA for 440 American students going to Japan for a seven-week homestay experience. Language teachers must be available June 14, 15, 19, 20, 24, and 25. Lesson plans, teaching materials and training will be provided. For more information or to receive a job description call Carmela Vetri, Special Programs Coordinator, Educational Services, YFU, at 800/424–3691, ext. 160. Prompt inquiries are encouraged.

- Virginia Governor's Japanese Language Academy is accepting applications from high school teachers to teach 45 American high school students from July 5 to July 24, 1992. For further information please write to: Yuriko Rollins, Thomas Jefferson High School for Science and Technology, 6560 Braddock Rd., Alexandria, VA 22312.

- The Cushing Academy Summer Session seeks experienced instructors and interns to teach Japanese, Chinese, Korean, Arabic and Russian in their six week Language and Culture Program. A Coordinator of the Critical Languages Program is also needed. Housing and all meals provided on idyllic 100–acre campus in north central Massachusetts (one hour west of Boston). Starting and ending dates: July 7–August 22, 1992. Please write or call Mr. Richard J. Henry, Dean of Academics, Cushing Academy Summer Session, 39 School Street, Ashburnham, MA 01430–8000; 508/827–5911.

ANNOUNCEMENTS

- *Cooking It In The Classroom*, compiled and edited by Gretchen LaTurner, is a cookbook of classroom–ready recipes, contributed by Washington Association of Foreign Language Teachers. The cookbook includes recipes for the Japanese, Spanish, German, and French classrooms. All recipes can be prepared in one hour; are culturally authentic; require a minimum of equipment; are user–friendly; are photo–copy ready; and have been student–tested. To receive a copy, send $10.00 plus $2.50 postage and handling fee (make check payable to WAFLT) to: Gloria Delgado, WAFLT, 3703 21st Street SE, Puyallup, WA 98374. For two or more copies, the price is $8.00 each plus $2.50 each for handling.

- QuickScholar Software has introduced unique IBM PC software for teaching Japanese. Vocabulary is taught in kana and/or kanji. Students learn to write the kana using the correct stroke order and direction. Pronunciation is taught using computer recordings of a native Japanese speaker. Lessons, drills, and games are provided. For demo disk, send $5 (applicable towards purchase price) along with required floppy disk size. Demo requires EGA graphics and a Microsoft compatible mouse. Or, please write for free literature. QuickScholar Software, PO Box 4699, West Hills, CA 91307.

- Kinokuniya Bookstores, specializing in Japanese books and books about Japan, has opened a new store in Seattle. Contact Kinokuniya Bookstore, 519 6th Ave. South, Seattle, WA 98104, 206/587–2477.

CORRECTION

MacSunrise, the kanji software program reviewed by Fred Lorish in the October, 1991, issue, is available from Stone Bridge Press, P.O. Box 8208, Berkeley, CA 94707. The box number printed in the October issue was incorrect. We apologize for the error.

CONTRIBUTE EARLY, CONTRIBUTE OFTEN

Please send in articles and announcements for the February Newsletter *by January 24.*

SPECIAL THANKS

Janet M. Akaike–Toste
Cliff Darnall
Sukero Ito
Tamie H. Jacobs
Charles A. James, III
Gretchen Kriss
Hiroyuki Kuno
Susan W. Mastro
Itsuko Mizuno
Marvin Moyer
Ritsu Shimizu
Mikio Suzuki
Taeko Tashibu
Thomas Clark Tufts
Reizo Yoshida,
    USY Consulting, Inc.

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The Newsletter of the Japanese Language Teachers Network is published four times each year in December, February, May and October. Our publication year begins with the December issue, but new subscribers are welcome at any time. In addition a list of Resources for Teachers of High School Japanese is published in March–April. The subscription fee is $15 for the five publications. For more information, or to subscribe, contact Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Avenue, Urbana, IL 61801, 217/244–4808.

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The Newsletter of the Japanese Language Teachers Network is a publication of the Center for Improvement of Teaching of Japanese Language and Culture in High School and is funded by a grant from The Japan Foundation.

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日本語教師ネットワーク

Newsletter of the Japanese Language Teachers Network

Vol. 7 No. 2 February 1992

CENTER PLANS UNIQUE SUMMER WORKSHOP

We have a special invitation for non–native high school teachers of Japanese who may at some time have said to themselves: "If only I had the opportunity to...

... boost my language proficiency
... learn more about current foreign language methodology
... collect authentic Japanese materials to use in my classroom
... experience daily life in Japan
... learn contemporary vocabulary
... share experiences and ideas with other Japanese teachers."

The Center is planning a unique summer workshop for non–native teachers of Japanese, "Japanese Language and Culture: Pathways to Proficiency," to be held June 28 through July 26, 1992. Eight applicants will be selected to participate in a program that will begin with a five–day seminar on proficiency–based Japanese instruction and will culminate in a three–week trip to Japan.

Seminar sessions will be held on the campus of the University of Illinois at Urbana–Champaign. Participants will be introduced to the basic principles of proficiency–based instruction and will learn strategies for teaching and testing listening and reading comprehension and for developing speaking and writing proficiency. The eight participants will each design an individual curriculum project that will provide a focus for their trip to Japan. The entire group will work together to design a shared project.

Because the success of the program depends to a great extent on the ability of participants to work together, a number of informal sessions are also being planned to help teachers become better acquainted with each other. There will be group singing, preparation of self–introductions, informal conversations and games.

At the conclusion of the five–day seminar, participants will travel to Japan under the leadership of Christopher Thompson. They will first spend a week in Tokyo at the Kobokan Community Center in Sumida Ward, where they will participate along with neighborhood residents in the recreational, educational, and community service activities of the Center. These might include, for example, cooking classes, Volleyball Club, Young People's Travel Study Group, Flower Arranging Club, Shogi Club, "Meals–on–Wheels," and Daycare Center.

Throughout the Japan trip, participants will meet together on a regular basis to report on their experiences, to share ideas and materials and to work together on the development of curriculum projects. There will also be opportunities to visit various parts of Tokyo and to collect authentic materials. A brief home-stay visit is being planned.

After leaving Tokyo, the group will spend three days in Hiroshima (Chris Thompson's hometown). Teachers will then travel to Iwate, for a seven-day visit to Towa, where they will stay with Japanese families and experience daily life in a rural town. There will be opportunities to visit schools and to learn about Towa's unique local history. The group will then return to Tokyo for a day or two of shopping and sightseeing. Tentative side trips include a visit to Utsunomiya or Sendai and a visit to Edo Mura historical village in Nikko.

Cost to participants for the four-week program will be $1,500, which includes round-trip domestic and international airfare, JR train pass, airport transportation and tax within Japan, lodging in Japan, Youth Hostel Membership fees, admission fees, meals and lodging in Champaign, and seminar materials. Participants will be asked to budget an additional $450 for meals in Japan and will also be responsible for passport fees, insurance, and incidental expenses.

Participation in the four-week program is limited to the eight applicants who in the judgement of the Selection Committee stand to benefit most from all aspects of the workshop: pedagogy, language, and culture. To receive further information and an application form, please contact Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Ave., Urbana, Illinois 61801, 217/244-4808. The deadline for returning completed applications is March 20, 1992.

Applicants will receive preliminary notification of selection by April 6, 1992. However, please note that we have applied for foundation support to enable us to provide this low-cost summer experience for teachers. We expect to receive a response to our proposal in April and will provide final notification to participants no later than May 4.

Carol Bond

TEACHER TO TEACHER

Group Puzzles: A Model for Developing Oral Skills

In early January, I was privileged to meet with Japanese teachers at The International School of the Sacred Heart in Tokyo to present some ideas for enhancing oral communication skills in the secondary Japanese classroom. I would like to share with Newsletter readers the following oral communication activities, which are based on ideas in the foreign language teaching methods text, *Teaching language in Context: Proficiency-Oriented Instruction* (Boston: Heinle and Heinle, 1986), by Alice Omaggio.

In a chapter called, "Developing Oral Proficiency," Omaggio recommends various strategies for teaching speaking skills, including small group and paired practice. The activities below are based on her ideas for puzzle-solving in small groups.

There are several benefits to using small-group activities in the classroom. First, small-group work takes the pressure off the individual student. Working with peers enables students to use the target language more freely. It is sometimes easier to receive peer correction than to be corrected by a teacher. Secondly, small-group activities make it possible for more than one student to speak at once, increasing the amount of time a student uses the target language during one class period. Thirdly, group activities create a purpose for using the language. Students must use the target language to solve a problem together. Each member of the group must cooperate for the group to succeed. Let's take a look at some group puzzle activities.

Jigsaw Puzzle

Level: Japanese 1 & 2

Divide class into groups of two or four students. Distribute cards, each with one word, as listed below. Each student in turn uses the target language to explain the word on his or her card. Other members of the group must guess the word. Members of the group take turns explaining their words, until all are guessed. One syllable on each card has been marked with an asterisk. Once all the words have been guessed, students must work together to figure out what new word(s) can be created by combining the syllables marked with an asterisk.

Here are some examples:

1．*にちようび
*ほん
お*んがく
し*ごと

2．お*すし
*きっさてん
*やきゅう
*きんようび

3．がく*せい
しけ*ん
*せみ
*いす

4．*こども
しこ*く
こん*ばんは
しゃし*ん

カタカナでも出来ます。

5．*クリスティーンさん
*リッチモンド
*スリッパー
*マッチ
*スクールバス

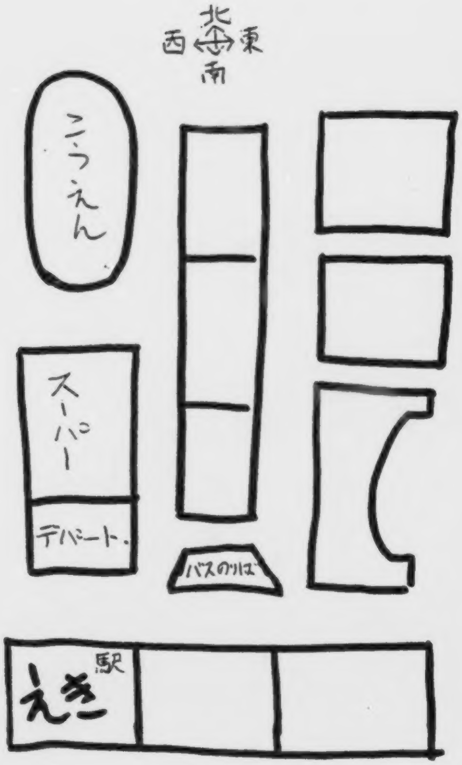
6．テニ*ス
*テレビ
カ*レンダー
ビデ*オ

Map Reading and Giving Directions (From Omaggio, pages 200–201.)

Level: Japanese 1 & 2

Each student in a group of three is given an incomplete map and one of three information cards. Students must share the information on their cards with one another in the target language, and then synthesize the group's collective information to locate the missing places on the map.

Language Task: 本屋はどこですか。(To find the book store.)



Card No. 1.

一。駅のとなりにぎんこうがあります。

二。ガソリンスタンドの西側にパチンコ屋があります。
パチンコ屋の南側にバスのりばがあります。

Card No. 2.

一。銀行のとなりにちゅうしゃじょうがあります。

二。パチンコ屋の北側にマクドナルドがあります。

Card No. 3.

一。ちゅうしゃじょうの北側にガソリンスタンドがあります。

二。マクドナルドの北側に本屋があります。

Find Your Long Lost Family

Level: Japanese 2 –4

The teacher assigns students to a family group and keeps the list a secret. At the beginning of class, family cards are distributed to students who have to find their family members by asking questions of others in the class. Family cards might look like this:

*1．たなか　あつし（夫／父）
2．たなか　よしこ（家内／母）
3．たなか　たろう（息子／兄）
4．たなか　ゆりこ（娘／妹）

1．たなか　あつし（夫／父）
*2．たなか　よしこ（家内／母）
3．たなか　たろう（息子／兄）
4．たなか　ゆりこ（娘／妹）

1．たなか　あつし（夫／父）
2．たなか　よしこ（家内／母）
*3．たなか　たろう（息子／兄）
4．たなか　ゆりこ（娘／妹）

1．たなか　あつし（夫／父）
2．たなか　よしこ（家内／母）
3．たなか　たろう（息子／兄）
*4．たなか　ゆりこ（娘／妹）

The recipient of a card takes on the identity of the name marked with an asterisk. The premise is that everyone is looking for their long lost family, so anyone might be a relative. Interactions might resemble the format below. Students may need to practice some patterns for interaction prior to beginning the activity.

A：こんにちは。私は　X　です。お名前は何ですか。

B：私は　X　です。あの........家族を捜しているんですが、私の（夫／父／家内／母／息子／兄／娘／妹）をしっていますか。

A：お名前は何ですか。

B：X　です。

A：ごめんなさい、知っていません。私も家族を捜しています。知っていますか。

B：お名前は何ですか。

（パターンを繰り返す。）

Teachers can prepare students for finding long lost family members or for disappointment by teaching them expressions such as the following.

Happy Expressions:

「見つかって良かった！」
「捜してたんですよ！」

Expressions of Disappointment:

「そうですか。ありがとうございました。」
「やっぱりそうですか。」

As family members find each other, they can continue their search together or by themselves. When everyone has found one another, introductions can begin, and family members can expand upon their identities, make up reasons for their separation, or launch into other group activities.

Teaching Language In Context has many other interesting ideas to add to your repertoire of activities for teaching speaking as well as listening, reading, writing and cultural skills. Watch for the new edition of the text which is in preparation. It will include some wonderful new material!

Chris Thompson
University High School
Urbana, Illinois

COOPERATIVE LEARNING (Part I)

[Editor's Note: In our October issue we asked to hear from readers who have used cooperative learning techniques in their classes. Ann McCarthy has provided the following summary of general cooperative learning techniques. In the May issue, Norman Masuda will provide ideas for specific applications in the Japanese classroom, including examples of activities he has used successfully.]

Cooperative learning techniques provide an efficient way for students to work together in pairs or small groups to complete a learning task. Each student is assigned a specific role within the group. In some cooperative learning activities, each student is given information that must be shared with the group in order to complete the task. The entire group is rewarded on the basis of the quality of their work. Cooperative learning techniques allow students to practice social as well as academic skills.

Why use Cooperative Learning?

Cooperative learning enables students to:

* experience success in learning and remembering new material;
* enjoy increased motivation to learn;
* understand the perspectives of their classmates;
* work together to resolve disagreements and problems;
* enjoy a higher level of individual involvement;
* teach at the same time they are learning;
* become better acquainted with their classmates.

Basic Components of Cooperative Learning:

1. Establishing the groups
   A group usually consists of two, three or four students. Groups can be predetermined by the teacher, or students can choose their own groups. The same groups generally work together for a period of at least five or six weeks.
2. Defining the task
   The teacher explains the task for the group clearly. Tasks that are appropriate for cooperative learning might include working together to learn a vocabulary list, write a paragraph, solve a problem, or prepare a skit.
3. Individual accountability
   Each member of the group is responsible for contributing to the group's success. In some cases, individuals may be assigned part of the learning task, that they in turn teach or share with the others in the group.
4. Group interdependence
   The members of the group depend on each other in order to accomplish a task.
5. Expected behaviors
   While working in their groups, students practice cooperative behavior. This includes taking turns, listening, praising each other, and checking for comprehension.
6. Monitoring
   During the cooperative learning activity, both students and the teacher monitor the behavior and learning of the whole class, individual groups or individuals within the groups.
7. Processing and evaluation
   After the activities, the groups discuss how they thought the lesson went. Both group behavior and learning are evaluated. For instance the groups may answer the following questions: "How did we check each other for

comprehension?" "What did we do well?" "What do we need to do to be better?" The teacher tallies the data on group responses or achievements.

Group Roles

The teacher usually assigns a specific role to each member of the group. (A student can have more than one role.) These roles may vary, depending on the task that the group needs to accomplish. The following are some of the basic roles a teacher might choose to assign.

1. Reader. Reads directions and additional material.
2. Checker. Checks to make sure everyone gets a turn.
3. Time Keeper. Keeps group on task.
4. Recorder. Keeps a record of group decisions, etc.
5. Praiser/Encourager. Gives moral support: "good idea!" etc.
6. Speaker. Reports group decisions and outcomes to rest of the class.

For Further Reading:

Johnson, D.W., R. Johnson, and E. Holubec. *Circles of Learning: Cooperation in the Classroom* (Revised Edition). Edina, Minnesota: Interaction Book Company, 1986.

Knerr, Jennifer L., and Charles J. James. "Partner Work and Small-Group Work for Cooperative and Communicative Learning." *Focus on the Foreign Language Learner: Priorities and Strategies*. Lincolnwood, Illinois: National Textbook Company, 1991.

Roy, P.(Ed.). *Structuring Cooperative Learning Experiences in the Classroom: The 1982 Handbook*. Edina, Minnesota: Interaction Book Company, 1982.

Stanford, Gene. *Developing Effective Classroom Groups: A Practical Guide for Teachers*. New York: Hart Publishing, 1977.

Ann McCarthy
Washburn High School
Minneapolis, Minnesota

BOOK REVIEW

BUNKA SHOKYU NIHONGO
Tokyo: Bunka Institute of Language, 1988-90.

Bunka Shokyu Nihongo is a textbook series in two volumes with accompanying Exercise Books, Teacher's Guides, Audio Tapes, and Overhead Transparencies. It is entirely in Japanese (*kana* and *kanji*) with no *romaji* or English. The two volumes are profusely illustrated with drawings, cartoons, and charts.

This review is based on one and a half years of using the *Bunka Shokyu Nihongo* series to teach approximately 250 junior and senior high school students in Levels 1-4. Students who had previously used other textbooks had no trouble adapting to it and overwhelmingly preferred it. The text is intended as a first course in Japanese to prepare international students for study in a Japanese college or specialized school. Since many students attending the Bunka Institute of Language plan to attend a fashion–design school connected with the Institute, some parts of the text reflect this need. The authors estimate that between 300 and 350 hours of instructional time are required to complete both volumes; this includes initial introduction of the *hiragana* and *katakana* syllabaries.

Volume 1 begins with an introductory lesson called Everyday Conversation that includes greetings, basic structures for survival shopping, numbers/counting, Japanese money, and prices of common foods and items. The text follows a systematic plan for introducing the most basic grammatical structures in Japanese. For example, in Lessons 1–4, the only verb form used is *–desu*; the interrogative particle *ka* and connecting particle *to* are introduced as well. Lesson 1 deals with expressions of time. Lesson 2 covers the demonstratives *kore*, *sore*, *are*; vocabulary for a school and classroom; the negation of *–desu*, (*–jaarimasen*); and the question word *nani*. Lessons 3 and 4 deal with both *i*–adjectives and *na*–adjectives.

The two volumes together include approximately 1,800 vocabulary items and about 750 *kanji*. However, the author did not intend for all the vocabulary items and *kanji* to be learned by the students. The instructor must selectively adjust and adapt what is introduced and learned by the students, based on their needs and ability. The text follows modern *kana* usage (*gendai kanazukai*) throughout. All but a few of the 750 *kanji* introduced were chosen from the *Joyo Kanji*. *Furigana* are used through Lesson 15 to indicate the pronunciation of all *kanji*. In Lessons 16–37, the *furigana* readings are attached only to newly introduced *kanji*, on the assumption that the student knows the readings of previously introduced *kanji* and compounds.

The two volumes follow a set pattern for the introduction of each lesson: [1] Reading, [2] Examples/Explanations, [3] Practice, and [4] Development. Each lesson is intended to be introduced in this order.

The Readings use situations that international students in Japan are likely to encounter (checking into a dormitory, reporting a lost item, riding in a tour bus, finding an apartment). Although the majority of the Readings are in the form of conversations, letters, diaries, and essays are also used.

The Examples/Explanations sections introduce new linguistic structures and contain samples of actual utterances the students may encounter. Whenever a new verb, adjective, or adverb form is introduced, a chart is provided for easy reference.

The Practice sections incorporate the new structures in different sentences to give students an understanding of how they can use these forms in their own speech.

The Development sections allow students to express their own opinions and ideas based on what they have learned and on examples drawn from their own lives.

The Teacher's Guide includes suggestions for additional drills, sample lesson plans and test, and a variety of helpful charts and tests. In addition there are detailed grammatical points and useful supplementary teaching materials.

The two Exercise Books contain materials taken from each lesson (in most cases with different drawings and cartoons) to allow the students to practice the lessons on their own. The exercises are also useful for review.

The General Index includes two general indexes of vocabulary items and of expressions in syllabary order.

The Audio Tapes are very natural sounding recordings of each reading, performed by professional actors. For many lessons, two versions of the conversation (Reading) are given, one with background noise such as authentic airport or department store sounds, and the other with the conversation only. The Examples/Explanation and Practice sections are also recorded.

The two volumes of Overhead Transparencies contain 287 sheets. Volume 1 contains transparencies of drawings from the textbook or entirely new drawings arranged in lesson order. These are to be used for practicing the structures introduced in each lesson. Volume 2 contains transparencies of verbs, adjectives, greetings, and everyday subjects arranged in syllabary order.

The *Bunka Shokyu* series has many advantages:

1. An orderly introduction of the elementary/basic sentence patterns and vocabulary items.

2. Copious drawings, cartoons, and charts that are extremely helpful in introducing and illustrating the lessons.

3. A textbook that emphasizes communicative–based instruction in Japanese and facilitates practice and review of structures introduced.

4. Excellent backup materials to supplement the textbook. The audio tapes, exercise books, and overhead transparencies are perfect for the various phases of instruction of each lesson.

5. Practical situations that the student can incorporate in learning and speaking Japanese.

6. A series that can be used for four years of high–school instruction in Japanese. For example, Level 1: Lessons 1–10; Level 2: Lessons 11–19; Level 3: Lessons 20–29; Level 4: Lessons 30–37.

Some of the disadvantages are:

1. The textbook was created for an in–Japan setting and may be difficult for secondary school students to relate to completely because they have not experienced the situations themselves.

2. Examples of adults discussing drinking or smoking may be inappropriate for the high school setting. However, the examples in the exercises tend to give a negative impression of these practices.

3. Some students may feel that a textbook written entirely in Japanese may be difficult at first. It would be advisable for the school or students to purchase adequate Japanese–English Dictionaries written in *kana*–English. (There are many good *kana*–to–English dictionaries on the market, such as Kenkyusha's *New Collegiate Japanese–English Dictionary*, 3rd Edition.)

4. There are no *kanji* charts for the students to practice stroke order. One possible solution is to use the *Basic Kanji Book 500*, Volumes 1 and 2, from Bonjinsha. The teacher can choose which *kanji* to introduce from each lesson. I select 5–15 high–frequency Kanji

for each lesson for the students to learn to read and write. The teacher could also choose from the *Kyoiku Kanji Hyo* (Education Kanji List) and teach a few for each lesson as they appear.

5. Sample tests are supplied with the Teacher's Guide, but there is no separate Test Book containing ready-made tests and quizzes for the teacher to utilize immediately.

If you have any questions or comments regarding the use of this textbook series in your school, please write to Norman Masuda, Palo Alto High School, 50 Embarcadero Road, Palo Alto, California 94301 or call 415/329-3849. I would like to exchange ideas and materials regarding this series.

Purchase Information:

Textbooks	Volume 1, 119 pp, 1,600 yen Volume 2, 121 pp, 1,600 yen
Exercise Books	Volumes 1 and 2 (85 pp, 89 pp), 900 yen each
Teacher's Guide	Volumes 1 and 2 (135 pp, 163 pp), 2,913 yen each
General Index*	(80 pp), 800 yen
Audio Tapes	4 cassette tapes, 8,000 yen
Overhead Transparencies	Volumes 1 and 2 (287 sheets), 30,000 yen each

Available from Bonjinsha Co., JAC Building, 5-5-35 Konan, Minato-ku, Tokyo 108 JAPAN. Telephone: 03-3472-2240, FAX: 03-3472-2129; or through Kinokuniya or other Japanese bookstores in your area.

Norman Masuda
Palo Alto High School
Palo Alto, California

SUMMER WORKSHOPS FOR JAPANESE TEACHERS

- A nine-week intensive course on the teaching of Japanese as a foreign language to North Americans will be offered under the direction of Dr. Eleanor H. Jorden. The program emphasizes actual practice teaching of American students enrolled in a first-year Japanese course, with demonstration sessions videotaped, reviewed and critiqued. June 6 through August 8, 1992, at Bryn Mawr College, Pennsylvania. Approximately 28 class hours per week. Tuition and Fees: $2,450. Room and board at Bryn Mawr College: $2,150. Applicants must be proficient in both Japanese and English. Application to be submitted by March 31, 1992. For further information contact: Exchange: Japan, P.O. Box 1166, Ann Arbor, Michigan 48106. Phone: 313/665-1820; FAX: 313/665-5229.

- An NEH sponsored Summer Institute for Secondary School Teachers of Japanese will be held at San Francisco State University from June 21 through July 17, 1992. This is the first phase of a two-year project, which will offer an immersion program in Japanese language, culture, and proficiency-based teaching methods. A follow-up Institute will take place in Japan during the summer of 1993. Secondary school teachers of Japanese from the western region of the United States (Alaska, Arizona, California, Nevada, Oregon, and Washington) may apply for 30 positions. All fees will be paid, and participants will receive an additional stipend. For further information and an application form, please write to: Dr. Toshiko Mishima, Director, NEH Summer Institute for Japanese Teachers, Foreign Language Department, San Francisco State University, 1600 Holloway Avenue, San Francisco, California 94132.

* A workshop for the teaching of Japanese will be held in Hakodate, Hokkaido, Japan, to provide basic training for instruction at the elementary level in the framework of an eclectic, proficiency approach. The workshop will be from July 26 – August 7, 1992, at the Hokkaido International Foundation. Instructors are Professor Seiichi Makino (Princeton University) and Professor Osamu Kamada (University of Iowa). Qualification for the workshop: A minimum of a two-year college degree, with strong command of Japanese and English (especially reading knowledge). Application deadline is June 12, 1992. For application form and further information contact: Hokkaido International Foundation, 1–14 Motomachi, Hakodate, Hokkaido, 040 Japan; Phone: 0138–22–0770; FAX 0138–22–0660.

* The Second Virginia Regional Workshop in Japanese Language Pedagogy will be held May 29–30, 1992, at Washington and Lee University. This workshop will focus on pedagogy at both the high school and college levels. The workshop organizers are very much interested in the practical side of classroom instruction and welcome proposals for presentations. Please send title and abstract or brief description of the presentation. The keynote speaker will be Professor Seiichi Makino of Princeton University. For further information, please contact: Ken Ujie, Department of East Asian Languages and Literatures, Washington and Lee University, Lexington, Virginia 24450. Phone: 703/463–8901; FAX 703/463–8945; E–mail ujie.k@9955 wlu.edu.

PROGRAMS FOR STUDENTS

* Concordia Language Villages invites teachers and students to the second Japanese Miniprogram to take place in Bemidji on May 1–3, 1992. Join Murasaki (Mori–No–Ike dean Patricia Thornton) and other Mori–No–Ike staff for a weekend exploring this year's theme, *Nichi–Bei* or United States–Japan relations. Learn together about geography, trade, society and historical relationships as well as songs, dances and skits. A special evening program and banquet will focus on Pearl Harbor and Hiroshima and what we can learn about peace from these terrible events.

For more information contact the Concordia Language Villages, 901 South Eighth Street, Moorhead, Minnesota 56562, or call 218/299–4544 or 800/247–1044 (inside Minnesota) or 800/222–4750 (outside Minnesota).

* The Japan–America Society of the State of Washington will hold the third "Total Immersion Japanese Language and Culture Camp" this summer. There will be two one-week sessions, August 9–15 and August 16–22, 1992, for 50 students each. The Camp is for high school students who have completed at least one year of Japanese study and can read and write *hiragana* and *katakana*.

The purpose of the Camp is to improve Japanese language speaking skills and to motivate students to continue learning Japanese. The camp provides an opportunity to speak Japanese in a supportive, noncompetitive environment.

Three 50–minute language classes in the morning offer lessons in real–life situations such as shopping, telephoning, and directions. Afternoon sessions introduce students to a variety of modern and traditional activities such as calligraphy, *koto*, tea ceremony, martial arts, word processing, cooking and *karaoke*. In the evening students enjoy Japanese recreational activities, from viewing Japanese TV programs to *mochi*–making.

For more information and student application forms, call Mikako Mori at the Japan–America Society of the State of Washington, 206/623–7900.

* The Critical Languages and Area Studies Consortium (CLASC) offers a three phase Language and Culture Institute in Japanese for students at the high school level. Students who successfully complete all three phases are awarded six college credits.

Phase I – Six–weeks Summer Enrichment Program in New England, 1992
Phase II – Independent Study, Teleconferencing and Reunion during the Academic year
Phase III – Six–weeks Intensive Summer Abroad program in Japan, 1993

For more information, contact CLASC, The Experiment in International Living, Kipling Road, P.O. Box 676, Brattleboro, Vermont 05302, 802/257–7751, ext. 3010; FAX 802/257–2007.

SWAP SHOP

* Two teachers are looking for audio–cassette tapes of *rajio taiso*. If you have a *rajio taiso* tape to loan, give, or sell, please contact Kiuko Sanders, 603 42nd Street, Sandusky, Ohio 44870–4921, 419/448–2280; and Chris Thompson, University High School, 1212 West Springfield Avenue, Urbana, Illinois 61801, 217/244–4808.

* Another teacher writes: "Are you involved in supervising student teachers of Japanese; giving them guidance in curriculum development, materials selection, teaching philosophy and methodology? Such information would be useful to me as certification in Japanese is just beginning in Pennsylvania and I am involved in training teachers." Please contact Ruth Kanagy, 536 Midland Avenue, Berwyn, Pennsylvania 19312, 215/647–2084.

EMPLOYMENT OPPORTUNITIES

* Fairfax County Public Schools seeks bilingual elementary teachers for its partial–immersion program. Required qualifications for teachers include an elementary education degree, fluency in Japanese and a knowledge of immersion teaching techniques. Full–time and part–time positions are available. Contact Martha Abbott or Sari Kay, Lacey Center, 3705 Crest Drive, Annandale, Virginia 22003, 703/698–7500.

* San Francisco University High School, a strong academic independent high school, has recently made a commitment to create a full–fledged Japanese language program. They seek an experienced teacher of Japanese to lead off and build this program. Although this will initially be a part–time commitment focused on beginning levels of the language, it is expected to evolve into a full–time position as intermediate and advanced courses are added. Proficiency in both written and oral Japanese and experience in teaching beginning levels of the language are required. A Masters Degree and experience in secondary independent school teaching is desirable. Contact: William Bullard, Academic Dean, San Francisco University High School, 3065 Jackson Street, San Francisco, California 94115.

* The Japan Foundation Language Center, newly established in Santa Monica, California, seeks to fill two full–time positions of Advisory Lecturer. Candidates must hold an M.A. degree and possess native or near–native fluency in both English and Japanese. A strong interest and successful experience in Japanese education at the pre–collegiate level is also required.

The successful candidates will be responsible for:

1. training teachers of Japanese language with respect to refining their Japanese language skills and techniques of teaching Japanese;
2. conducting consultations on Japanese language material, teaching methodology and curriculum planning; and
3. compiling a newsletter for the purpose of networking services.

Salary will depend on qualifications and experience. Send your curriculum vitae and three letters of recommendation to: The Japan Foundation Language Center, The Water Garden, Suite 240S, 1620 26th Street, Santa Monica, California 90404. Deadline is March 1, 1992. Applications will be considered until the positions are filled.

* Satellite Japanese Language Program seeks second–year instructor for live, interactive Japanese course. Target Audience: high school students. Instructor must exhibit engaging TV presence, rapport with teenagers and readiness to adapt proficiency–based language instruction to TV medium.

Excellent command of Japanese and good command of English required. Must be certified or willing to make financial and time commitment to become certified teacher in U.S. secondary school system. Commitment to the new field of distance learning preferred. Send letter of application, vita, three letters of reference and a demo videotape (NTSC format, at least 30 minutes) which features applicant 1) teaching in Japanese classroom setting; 2) teaching Japanese to an imaginary TV audience. Salary $30,000. Position starts July 1, 1992. Apply by April 1, 1992, to Elizabeth Hoffman, Distance Learning Coordinator, Nebraska Department of Education, P.O. Box 94987, Lincoln, Nebraska 68509–4987. Telephone inquires may be made to Ms. Hoffman at 402/471–2918.

EMPLOYMENT SOUGHT

* Kyoko Toriyama seeks a position teaching Japanese at the high school or college level. Ms. Toriyama holds a B.A. in Liberal Arts from International Christian University in Tokyo and is expected to obtain an M.S. in Asian Studies with a concentration in Japanese Language Pedagogy from the University of Oregon in summer, 1992. Her research interest is in articulation between high school and college level Japanese. She has been trained in conducting ACTFL Oral Proficiency Interviews. She has been a Japanese language teacher since 1967 in the U.S.A. and Japan, and is currently a graduate teaching fellow at the University of Oregon. Contact Kyoko Toriyama, Department of East Asian Languages and Literatures, 308 Friendly Hall, University of Oregon, Eugene, Oregon 97403, 503/346–4005 or 503/683–4286 (after 7:00 p.m.).

ANNOUNCEMENTS

* The Japan Penpals' League is looking for American students ages 13 and older who would like to correspond with Japanese students. Teachers are invited to send a list of names (with gender, age, home address, and hobbies) to: Ms. Chiyoko Kishi, Japan Penpals' League, P.O. Box 121, Okayama 700–91 Japan.

* Don't miss the regional foreign language conferences being held this spring:

Northeast Conference on the Teaching of Foreign Languages: April 2–5, 1992, New York. Information: Elizabeth Holekamp, 200 Twin Oaks Terrace, Suite 16, South Burlington, Vermont 05403. Telephone: 802/863–9939.

Central States Conferences on the Teaching of Foreign Languages: April 9–12, 1992, Dearborn, Michigan. Information: Jody Thrush, Madison Area Technical College, Madison, Wisconsin 53704. Telephone: 608/246–6573;

Pacific Northwest Council on Foreign Languages: April 30–May 2, 1992, Boise, Idaho. Information: Ray Verzasconi, Department of Foreign Languages and Literatures, Oregon State University, Corvallis, Oregon 97331–4603. Telephone: 503/737–2289 or 2146. Compuserv 75530, 727.

* The Center for Applied Linguistics (CAL) and the Eastern Michigan University (EMU) invite you to a post–conference workshop at the eleventh annual EMU Conference on Languages and Communication for World Business and the Professions. This free workshop will be held on Friday evening, March 27, and all day on Saturday, March 28, 1992, at the EMU campus in Ypsilanti, Michigan. The workshop will train Japanese language instructors in the administration and scoring of the *Japanese Speaking Test* (JST), a simulated oral proficiency test (SOPI) developed by CAL.

The JST is a tape–mediated speaking test based on the format of the oral proficiency interview (OPI). It is scored according to the *ACTFL Proficiency Guidelines*. The JST may be administered when an OPI is not feasible due to the lack of a certified interviewer or due to the need to test a large number of students simultaneously. For more information, contact Sylvia Rasi at CAL, 202/429–9292 or FAX 202/659–5641.

SPECIAL THANKS

Leslie Birkland
Michiko Bozic
Lynn Bryce
Marjorie Carlile
Judith Coble
Helena Curtain
Cliff Darnall
Lavinia Downs
Mieko Foster
Eliot Frankeberger
Nobue Fuqua
Taeko Horwitz
Yukio Itoh
Mutsuko Kerwein
Jim and Jayne Kolberg
Takako Michii
Hisako Muehle
Yumi Muso
Yuriko Rollins
Kiuko Yokomori Sanders
Deborah Schoeneman
Norbert Skibinski
Mayumi Smith
Noyuri Soderland
Carrie Stephens

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The Newsletter of the Japanese Language Teachers Network is published four times each year in December, February, May and October. Our publication year begins with the December issue, but new subscribers are welcome at any time. In addition a list of Resources for Teachers of High School Japanese is published in March–April. The subscription fee is $15 for the five publications. For more information, or to subscribe, contact Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Avenue, Urbana, IL 61801, 217/244–4808.

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日本語教師ネットワーク

Newsletter of the Japanese Language Teachers Network

Vol. 7 No. 3 May 1992

A TALE OF TWO EXCHANGE STUDENTS

Chris Thompson recently received a surprise phone call from Newsletter reader Becky Haskins, who had been an exchange student living with a Japanese family in Chris' home town of Hiroshima over twenty-five years ago. "Becky chan," who had once been Chris' baby sitter in Japan, is now a Japanese language teacher in Eugene, Oregon. As a freshman at Lewis and Clark College, Becky decided to participate in the exchange program simply because she "wanted to go some place far away."

Before her trip, Becky's long-range plans had been to attend law school, but going to Japan changed the direction of her life. Becky majored in Asian Studies and later enrolled in a teacher-training program. For many years, she taught Asian Studies, English, and Social Studies. In 1985, Becky initiated the Japanese language program at Sheldon High School. She has maintained a close friendship with her host family throughout the years and arranges frequent exchange visits between her students and students in Japan. In fact, in 1989 Becky arranged a unique eight-month "exchange program" for her entire family (Becky, husband, and three children). As Becky wrote, "It was a fantastic experience and we *all* love Japan now."

When Caron Allen was a freshman at the University of Illinois, she too spent a year in Japan as an exchange student in Kobe. She attended classes at Konan University, took field trips to historical and cultural sites, and learned to play the koto. And most importantly, she lived with a Japanese family for a year.

Caron kept a diary about her stay in Japan, both to help her remember the many wonderful experiences and to help her clarify the thoughts and emotions associated with living in a different culture. She wrote about her relationship with her host family, her encounters with particular aspects of daily life, her cultural *faux pas*, and the new sights, aromas, tastes, and sounds that surrounded her. Caron never dreamed that several years later, her diary would form the basis for a reader for high school students studying Japanese, *A Homestay in Japan: Nihon to no Deai*, soon to be published by Stone Bridge Press, Berkeley, CA. Caron and her co-author, Natsumi Watanabe, hope that students reading their book "will begin to discover the endless adventures possible when the two cultures meet" and that some day they too will have the opportunity to experience Japan.

Neither Caron nor Becky knew more than a few words of Japanese before embarking on their adventures. Each of them enrolled in Japanese language classes in Japan, and moreover, each had the priceless opportunity to learn the language by being immersed in the daily life of a family. A surprising number of teachers of Japanese tell a story similar to Becky's and Caron's. Each speaks of lifelong friendships formed, of an enduring appreciation for Japanese culture (and food!), and of experiences that enriched and, in many cases, changed the course of their lives.

Every teacher from time to time has a student or two who seem particularly well-suited to profit from an exchange experience. Teachers can help by writing for information about suitable programs, talking with students and their parents about the exchange experience, assisting the students with the application process, obtaining the support of school administrators, and standing ready to offer practical suggestions based on their own experiences in Japan.

For more information regarding student exchange opportunities for high school students of Japanese, request *The Advisory List of International Educational Travel and Exchange Programs* from Anne Shattuck, Council on Standards for International Travel, Three Loudown Street, SE, Leesburg, VA 22075. 703/771–2040. The '92–'93 list will be available in July for $8.50.

Carol Bond
Director

BEFORE YOU HEAD FOR THE COPY MACHINE...

We are aware that here and there copies of our Newsletter and list of Resources are being made available to non–subscribers on a regular basis. While we are pleased that there is interest in the publications, in several ways this practice hurts our ongoing ability to produce them. First, it means fewer paying subscribers, and second, it means we have greater difficulty in accurately communicating to funding agencies the degree of interest in the Network and in our publications. Foundations want to know how many *paying subscribers* we have.

For networking purposes, we regret not having the names of all of our readers. We refer frequently to the subscription forms sent in to us for the names of your schools or institutions and what level of Japanese you teach or in what other way you are connected to Japanese language education.

Our October 1992 issue will be sent, free of charge, not only to current subscribers but to all Japanese language programs that we know about. The issue will once again include a subscription form. Please *do* copy this form, send it in, and pass it around to help us boost our list of subscribers!

Thank you for your cooperation and support.

Barbara Shenk, Editor
Carol Bond, Director

NCSTJ CONSTITUTION WRITTEN

On February 29, the planning committee for the National Council of Secondary Teachers of Japanese (NCSTJ) met in Santa Monica, California to review proposed constitutions for a national organization for junior high and high school teachers of Japanese. In attendance were committee members Yukio Itoh, Yuriko Rollins, Leslie Birkland, Norman Masuda (committee secretary), and Nicholas Pond (committee chairman). Fred Lorish of the NEH task force on curriculum, Carol Bond of the Center for Improvement of Teaching of Japanese Language and Culture in High School, Hiroshi Miyaji of the Association of Teachers of Japanese, Richard Brecht and Ron Walton of the National Council of Organizations of Less Commonly Taught Languages, and Yasuaki Kaneda of The Japan Foundation Language Center were also in attendance as advisors, supporters, and resources.

The meeting was intense, but much progress was made as each article of the proposed constitution was discussed and revised. We will soon have a constitution to present to potential members that will facilitate a national organization that we believe will benefit America's teachers of Japanese. The committee will meet once again on May 30 in Santa Monica to review the revised draft of the constitution and formulate plans to make membership available to secondary teachers and other interested persons. Membership packets will be discussed, and ideas for distribution will be entertained.

More information should be forthcoming in future editions of the Newsletter. Watch for it! If you have any ideas for these proceedings, please write to NCSTJ Planning Committee c/o Nicholas Pond, 7959 So. 930 East, Sandy, Utah 84094.

Nicholas Pond
Murray High School
Murray, Utah

SEVENTH ANNUAL CONFERENCE HELD IN WASHINGTON

On February 8th, the Seventh Annual Conference for Japanese Language Teachers was held at the Bellevue Hilton near Seattle, Washington. This annual event is one which all Japanese teachers make every effort to attend, and this year there were 120 teachers from around the state.

Having attended this conference every year, it was incredible to see how far we have come in the last seven years. The first conference was held at the University of Washington together with the Chinese teachers. In other years we met in several district buildings, cramped for space, trying to conduct several workshops in the same room concurrently.

But now we have arrived! How thrilling it was. At last, a real honest–to–goodness conference with designated rooms for each workshop. Vendors displayed Japanese texts and supplementary materials and Kinokuniya Bookstores offered discounts to teachers.

The conference featured Gary Mukai from the Stanford Project for International Cross–cultural Education (SPICE) at Stanford University and Norman Masuda, Instructor at Palo Alto Unified School District, who gave a powerful key note presentation on "The Role of Primary Source Materials in Teaching Japanese in Its Cultural Context."

Also included in the program were several of the members of the Washington State Guidelines Committee (Leslie Birkland, Christopher Brockett and Mayumi Smith) who gave an update on the status of the guidelines.

In the afternoon, there were four one–hour workshops which were offered twice. Attendees chose from the following:

"Technology in the Classroom: Using Computers and Videos"
Presenter: Masashi Kato
"Introduction to Methodology: Communication vs. Grammar-Orientation"
Presenter: Toshiki Kumakura
"The Role of Games in the Japanese Language Classroom"
Presenter: Norman Masuda
"Reading and Writing Japanese: How Much? How Soon? How To?"
Presenter: Kristin Henshaw.

Following the workshops we broke into groups to discuss problems such as discipline, culture, split classes, etc. The conference ended with a hosted reception at the hotel for all attendees.

This was the BEST conference we have had to date and we look forward to future meetings. This conference was sponsored by the Consulate-General of Japan for Washington, Northern Idaho and Montana; East Asia Resource Center at the University of Washington's Jackson School of International Studies; Japan-America Society of the State of Washington; and the State of Washington Superintendent of Public Instruction.

The teachers of Washington are indeed fortunate to have the support of the sponsors of the conference not just once a year, but all year long.

Leslie Birkland
Lake Washington High School
Kirkland, Washington

TEACHING LANGUAGE AND CULTURE IN THE JAPANESE CLASSROOM: PUSHING THE LIMITS

As I sat watching television the other night, I was bombarded with images of Japan. CNN told the story of Salevaa Atisanoe (better known as sumo-tori Konishiki), and how he is unable to be promoted to the highest rank in sumo because the Japanese are racist. I flipped channels just in time to see Mary Hart on Entertainment Tonight introducing a segment on Japanese game shows, saying that *all* of them are so masochistic! Some "authority" on Japanese pop culture was attributing this bizarre behavior to repressed anxieties. "What is going on?" I thought to myself. "I hope my students aren't watching this!"

On a recent episode of Northern Exposure, a pair of locals redesigned their over-sized cabin to accommodate a Japanese tour group. The Japanese were portrayed as a picture-taking newlywed tour that had come to Sicily to "copulate" under the aurora borealis so that they could, "...ensure that the next generation would be better than their parents." I didn't take the content of this episode very seriously until the next day when a student asked me, "Are the Japanese taking over Alaska, too?"

Every day and every night our students are exposed to negative imaging of Japanese people and culture. There has never been a more important time to teach our students positive aspects of Japanese language and culture.

I am not proposing that all Japanese teachers confront issues such as the ones I have mentioned above directly. Individual teachers have their own style, their own strengths and talents, as well as their own vision for their language class through which they can approach the subject. My view is that Japanese culture is good and fun. Students should experience this!

Teaching culture is a theme familiar to any language teacher. To those of us who teach Japanese, the topic is especially salient because the culture that underlies the language we teach has so many apparent differences from American life. These very differences are often what attract our students to the language in the first place. Yet, how do we capitalize on this interest and develop accurate cultural knowledge, so that students have a realistic understanding of Japan?

In the Japanese language classroom we have a special context in which to expose our students to many different aspects of Japanese culture. I have found it helpful to think about the particular aspect of Japanese culture I aim to expose my students to beforehand, and to plan my lessons to encompass these goals whenever possible. In my classes, the culture I teach falls into three categories, which I call manifest, linguistic, and pragmatic. I see these domains of culture as being interrelated as if they were three over–lapping circles.

Manifest culture involves aspects of Japan that are concrete and a part of everyday life. This might include Japanese "things" like *ramune* bottles, *geta*, and *ohashi*, or segments of television news. I consider anything that catches the attention of my students, including songs, to be a part of this domain. I enjoy introducing manifest culture because an interesting story can usually be told, which often leaves a lasting impression. I try to weave these topics into the course material whenever I can.

For example, in first year Japanese, we inevitably talk about sushi. We learn different vocabulary items such as *sashimi*, *chirashi*, *makizushi*, *temaki*, and others. We also learn proper pre– and post–meal expressions such as *itadakimasu*, and *gochisosamadeshita*. I let this knowledge incubate in the minds of the students until it is time to connect this information to a cultural context. We review this material periodically, adding new and useful vocabulary such as *ohashi*, *nori*, *sakana* as well as various kinds of fish.

Linguistic culture means learning to function in the Japanese language. However, it is important not to forget that linguistic culture is interdependent with the other two domains. I use the lesson in our text that introduces transitive verbs related to eating to capitalize on the class' increasing food culture vocabulary. It is here that I also introduce some phrases related to eating not found in our text, such as *oishiidesu/ka*, and *okawari o kudasai*. There are many ways to teach and reinforce linguistic culture through games, class activities, role playing and other communicatively oriented teaching methods.

In the pragmatic domain, we discuss table customs, latent concepts like *enryo*, and culturally appropriate ways to ask for more, or decline food. For me, pragmatic culture is the most difficult to describe and to teach in a way comprehensible to those who have never experienced life in Japan. For our students, this kind of culture is perhaps hardest to learn as well. The best way to learn pragmatic culture is experientially. Before this happens, however, students must have some practical knowledge in their heads. A teacher can talk all day about *enryo*, or how "No thank you" can really mean, "More please," but when the famished student exercises *enryo* before accepting a second helping, cultural learning takes place.

The pragmatic characteristics of Japanese culture can be simulated through activities centering on linguistic and manifest culture. In my classes, our knowledge of eating culture comes together once a semester during our Kimatsu Paatii, where students can put their accumulated knowledge of the three domains to good use to simulate an authentic Japanese group eating experience. At the first year level, during the days preceding the party, we run through the order of events of a group meal including conversation based on what has been studied so far. Students usually take the actual Paatii very seriously, and the context motivates them to stay in Nihongo as much as realistically possible.

The menu for the first year Nigakki Paatii is usually *chirashizushi*, *mugicha*, and *yokan*. (*Chirashizushi* breaks the stereotype of sushi being raw fish.) *Ippan* is responsible for setting the table, *nihan* for serving, and *sanpan* for clean–up. We always begin and end our meals together using proper greetings. During the meal, students exercise their accumulated knowledge associated with the context of eating, including table manners, and proper ways to serve and receive food. Conversation in Nihongo is facilitated with cue cards. At the conclusion of the meal, we sing songs and sometimes even play games. All of the aspects of the meal were introduced previously and come together during the meal.

I see my role as a teacher as continually trying to expand my own knowledge of Japanese language and culture in the three domains so that I can push the limits of cultural knowledge that students are exposed to in my classes. Quite often, topics and/or activities introduced at the beginning level can be revisited in subsequent years and accomplished entirely in the target language. For each ensuing Kimatsu Paatii, I add more layers of cultural knowledge to an experience that becomes more and more familiar. At the same time, I add different dimensions such as holding the students responsible for speeches or entertainment. The use of authentic materials in the classroom and during class activities enhances any event requiring a realistic context.

In this article, I have presented my own working model to make the point that it is important for Japanese teachers everywhere to think about the instruction of culture in ways that go beyond a single unit in the textbook. By taking the kind of approach I have described above, I think it becomes possible to counter the negative images our students are exposed to every day.

Chris Thompson
University High School
Urbana, Illinois

COOPERATIVE LEARNING IN A NIHONGO SETTING

Cooperative learning can be an excellent introduction to the place and importance of cooperation and teamwork in a Japanese educational setting. Through the use of cooperative learning groups, American junior and senior high school students can develop habits of cooperation and group work that will be beneficial to them in their future jobs. It is often stated that American students are taught to be individualistic, independent thinkers and to express their own opinions, while their Japanese counterparts are expected to value group effort, work toward consensus in decision–making, and to seek harmony in sharing opinions and ideas. With the increasing numbers of students from the United States and Japan participating in exchange and homestay programs, perhaps future generations of students will better understand the good points of both approaches to learning and problem–solving.

By instituting cooperative learning in our Japanese language classes, we are not seeking to produce American students who think and behave exactly like their counterparts in Japan. That would be as impossible as trying to train Japanese students to become duplicates of American students. The goal should be to help move our students toward an awareness of cooperative modes of learning and to develop a willingness to try working together to learn Japanese.

As a first step, the teacher should introduce the concept of cooperation and help the students to understand what this word means. Students have heard the words "cooperation, be cooperative, let's cooperate, etc." since early childhood. However, this has more than likely been in the context of games and playtime activities. We need the students to understand that there is much more to it. We can make an analogy with a sport: in any given team sport, each player has a role to fulfill. Each role is important to the successful playing of the game and without each player's cooperation, the team will be weak and probably not able to succeed.

Once the students understand the basic concept of cooperation (*kyooryoku*), the teacher can set up the groups. It is helpful to elect one or two *kurasu no kakari* who can assist with various "housekeeping" chores. These *kakari* can remain in their roles for one quarter and receive extra credit for their assistance in various tasks.

Kumi--The groups can be called *kumi*, *han* or *guruupu* in keeping with Japanese practice. The first *kumi* at the beginning of the school year can be determined by the students, who can set up their own *kumi*. These *kumi* can stay together for five weeks or one quarter. It is probably not a good idea for *kumi* to stay together longer than one quarter. Subsequent *kumi* might be determined as follows:

A. Teacher assigned: According to ability, so that each group has strong, weak, and average students.
B. Subject-matter related: At random, according to a designated plan. For example, students can be given parts at random of a *hiragana* or *kanji* that have been cut up like a jig-saw puzzle so that each piece has a portion of the letter visible. Students must match up their parts with other students holding parts of the same letter. Once they have been identified, they will become a *kumi*.
C. Self selection: According to students' preferences, based on a wish list that each student fills out. The *sensei* promises to have at least one student on their list in their *kumi*. The *sensei* then creates *kumi* based on the wish lists submitted.
D. Novelty: Students can form *kumi* according to their birthdays.

A *kumi* can consist of from two to five students. Ideally, a *kumi* should be about four or five in order to have clearly defined roles and responsibilities. The roles can be:

1. *Riidaa* (*Dokusha*) who reads the assignments aloud to the group.
2. *Rekoodaa* (*Kiroku gakari*) who is responsible for keeping a record of *kumi* scores and decisions.
3. *Ripootaa* (*Hookokusha*) who reports the results of *kumi* work to the class.
4. *Chekkaa* (*Kensa gakari*) who checks to make sure all *kumi* members agree with the answer and understand it.
5. *Rannaa* (*Tsukai bashiri*) who is responsible for receiving, handing in, and collecting materials.

Names for the *kumi* can be based on topics or themes:

1. Flowers and trees in *Hanafuda*: *matsu-gumi*, *ume-gumi*, *sakura-gumi*, etc..
2. Fruit: *ringo-gumi*, *momo-gumi*, *ichigo-gumi*, etc.
3. Vegetables: *daikon-gumi*, *kyuuri-gumi*, *nasu-gumi*, etc.
4. Sports: *kendoo-gumi*, *karate-gumi*, *yakyuu-gumi*, *suiei-gumi*, etc.

5. Stores: *hanaya-gumi*, *panya-gumi*, *nikuya-gumi*, *honya-gumi*, etc.
One advantage for using this type of vocabulary is that it teaches students the names of common objects that may be useful in the future.

Each *kumi* is given a manila folder (*kamibasami*) to keep its work in and organized as follows:

1. Front cover: A picture or logo of their group, drawn one stroke at a time by each member of the *kumi*. The *kamibasami* is passed around until the picture is completed. A limit of 25 strokes can be imposed in order to keep the design simple. The name of the group written in *hiragana*, one stroke at a time by each member of the *kumi* as the *kamibasami* is passed around. The one-stroke-at-a-time idea is to make sure everyone participates in the creation of the picture and name.
2. The inside cover: Three rules (*ruuru*, *kisoku*) that the group will try to follow. The *sensei* can suggest some rules for the first time such as, "*Nihongo o hanashimashoo*", "*Shizuka ni shimashoo*", "*Kyooryoku shimashoo*", etc. The *sensei* can give bonus points at the end of the quarter to *kumi* that have been able to follow the rules.
3. The inside back cover: The class roster on which each *kumi rekoodaa* highlights its members' names and keeps track of their assignments and scores. In this way, students will be aware of their own missing assignments and what their *kumi* or individuals need to make up.
4. The back cover: A seating chart of the *kumi* with each of its members and their roles.

The day after the new *kumi* are formed can be devoted to *kumi*-building activities, such as:

1. Getting-acquainted interviews and reports: Members of each *kumi* interview each other about likes/dislikes (*suki/kirai*), and hobbies (*shumi*), and make a chart or drawing illustrating each member and the information obtained.
2. A mind map: The name of the *kumi* is written in the middle of a page. Extending around it are the names of its members, connected by lines to the *kumi* name. Extended around each member's name is information about that person.
3. *Kumi* and *kumi* members' Scrabble: The group writes down the name of the *kumi* and tries to make each member's name fit into the *kumi* name as in a Scrabble game.

Class lessons and activities should incorporate all of the four skill areas (listening, speaking, reading, and writing) plus culture in order to give all members a chance to participate. Each member should be responsible for a portion of a group activity; no one should "freeload." One useful activity in any given lesson is as follows:

1. The *sensei* calls all the *rannaa* together in one group and reads aloud to the *rannaa* group a short passage. They discuss what they have heard to make sure they understand the information. They do not take any notes.
2. The *rannaa* return to their respective *kumi* and explain the passage to them.
3. The *rekoodaa* copies down the information that the *rannaa* has related to the *kumi*.
4. The other members listen and help if they understand something that others do not.
5. The *chekkaa* checks the finished passage as written by the *rekoodaa*.
6. The *riidaa* reads aloud the passage as it has been written down by the *rekoodaa*. The *ripootaa* listens carefully as the *riidaa* reads.
7. The *ripootaa* reports the *kumi's* information to the class.

8. The *rannaa* gives the completed paper to the *sensei*. This exercise requires that the students listen, speak, read and write in order to complete the assignment. The content of the passage can be related to Japan or its culture.

There are obviously many variations on how a cooperative classroom is set up. The above is merely an example. Each *sensei* must design the class to suit his/her and the students' needs and the requirements of the course and curriculum. If you have any questions about implementation of this type of program and/or suggestions from your experience, please contact: Norman Masuda, Palo Alto High School, 50 Embarcadero Road, Palo Alto, CA 94301. Telephone: 415/329-3849.

Norman Masuda
Palo Alto High School
Palo Alto, California

Editor's Note: Norm has agreed to provide further examples of activities that work well in the cooperative-learning classroom for publication in the October issue of the Newsletter. In the article he would also like to respond to your questions and comments.

CALL FOR PAPERS

The third volume of *Japanese Language Education Around the Globe*, a journal issued by The Japan Foundation Japanese Language Institute, is scheduled for publication in March 1993. The Institute is now inviting contributions to the journal. Anyone may submit papers on 1) Japanese language education or 2) Japanese language studies and related fields. The Japanese language education category may include the theory and practice of Japanese language teaching methodology, curriculum design, teaching resources, measurement and assessment of language proficiency, etc. Papers may be written in Japanese (up to 20,000 characters) or English (up to 10,000 words). The submission deadline is September 15, 1992.

For more information, please contact Japanese Language Education Around the Globe Editorial Committee, Research and Information Division, The Japan Foundation Japanese Language Institute, 5-6-36 Kita-Urawa, Urawa-shi, Saitama 336 Japan. Telephone: 048-834-1184, FAX: 048-834-1170.

NEW TITLES

In April we sent out *Resources for Teachers of High School Japanese* to all Newsletter subscribers. Thanks to all of you who submitted entries, we believe the list has become more useful than ever. We are encouraged to see how many more high quality materials have become available over the last several years. Please note that additional copies of *Resources* are available for $3.00 each.

It is our policy to include in *Resources* only those materials which have been recommended by classroom teachers. However, we have also been receiving review copies and promotional information on new titles which should be mentioned. We introduce these titles here, with descriptions supplied by publishers. We would like to hear from teachers who use or have used these materials, successfully or otherwise!

Languages for Kids is a learning system designed to teach conversational foreign language to children in early childhood or elementary school age groups. Written to accommodate the language teacher who has little or no experience teaching the young age groups or the elementary teacher who has minimal or no knowledge of the target language. Available for Japanese as well as Spanish, Italian, French, or German. For information and price list, contact Languages for Kids, Attn: Nancy Conforti, 131 83rd St., Brooklyn, NY 11209–4309. 718/748–1879.

Teenage Tokyo: The Story of Four Japanese Junior High School Students is a *manga*–style culture curriculum in English, designed to accompany the exhibit "Teen Tokyo; Youth and Popular Culture" at The Children's Museum in Boston. It may also be used independently of the exhibit. It teaches students about school life, entrance examinations, home and family life and pop culture in Japan. The Program is interested in having educators evaluate the curriculum, which includes a set of six *manga* along with a teacher's copy and teacher's guide. Teachers who are interested in evaluating the materials should write to The Japan Program, The Children's Museum, 300 Congress St., Boston, MA 02210. To order individual copies of the *manga* at $4.95 per copy plus postage and handling, contact the Children's Museum Shop, 617/426–6500 ext. 236.

Picture Vocabulary 1, Version 1.1, QuickScholar Software, December 1991. Teaches Japanese vocabulary in *kana* and/or *kanji* using an approach which was created especially for Japanese language immersion programs. Topics include school terminology, colors, parts of the body, countries, basic numbers, shapes, and foods. Features colorful graphics and computer–recorded Japanese speech. A custom lesson planning facility enables teachers to create lessons to meet the needs of individual students at any grade level from early kindergarten through college. Requires IBM PC or compatible, Microsoft compatible mouse, EGA graphics, hard disk and high density floppy disk drive. Available for $49 from QuickScholar Software, P.O. Box 4699, West Hills, CA 91308. 818/888–3997.

Hiragana and Katakana, Version 1.1, QuickScholar Software, December 1991. Teaches *hiragana* and *katakana*, with special emphasis on writing with correct stroke order and direction. (The program uses animated *kana* to show the student how to write. It "watches" as the student draws each *kana* using the mouse and provides help if a mistake is made.) Features colorful graphics, animation, computer recorded Japanese speech, and custom lesson planning. Includes lessons, drills, and games. Requires IBM PC or compatible, Microsoft compatible mouse, EGA graphics, hard disk and high density floppy disk drive. Available for $49 from QuickScholar Software, P.O. Box 4699, West Hills, CA 91308. 818/888–3997.

Please note: The first 50 readers to request information on the above two programs and to mention this Newsletter, will receive a free demo disk from QuickScholar.

Introduction to Japan: A Workbook. Youth for Understanding International Exchange. Revised, Spring 1992. Written to be used as a self–study guide or in a class or orientation program, this workbook contains historical time–lines and geographical comparisons of the U.S. and Japan, as well as chapters on social and religious dimensions, trade and defense issues, and cross–cultural challenges in the areas of language and getting along in Japanese society. Each chapter is followed by study questions and vocabulary lists. The "While in Japan" sections suggest related study projects for each topic and are particularly helpful for students preparing to go to Japan. 117 pages, $12.50. Available from Educational Services, Youth for Understanding, 3501 Newark St., NW, Washington, D.C. 20016–3167.

Nihongo: Introductory Japanese by Margaret Yamashita and Yutaka Sato. The Bess Press, 1992. Beginning high school Japanese language curriculum designed to develop

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student's oral proficiency according to the ACTFL guidelines. Each unit includes sections on Vocabulary, Structures, Activities, Guided Conversation/Interview, Grammar Notes, and Cultural Notes. Each lesson includes spiraling review and expansion of vocabulary, grammar and tasks/functions introduced earlier. Student Textbook, 248 pages, $19.95; Teacher's Manual, 248 pages, $24.95; Student Workbook, 192 pages, $9.95; and Picture Cards, 220 pages, $29.95. Available from The Bess Press, P.O. Box 22388, Honolulu, HI 96823. 808/734-7159.

NTC's Basic Japanese Level I, by Lynn Williams. National Textbook Company, 1992. A communicative program developed to build basic skills while instilling an appreciation of Japanese culture. Student text, 363 pages, $19.95; Teacher's Manual, 288 pages, $14.95; Workbook, $5.95; Audio cassettes (set of 3), $69.95. Available from National Textbook Company, 4255 W. Touhy Ave., Lincolnwood, IL 60646-1975. 800/323-4900 or 708/679-5500.

The Handbook of Japanese Usage by Francis G. Drohan. Charles E. Tuttle Co., 1992. A book in dictionary form to explain the most formidable barriers faced by foreigners trying to learn the language: suffixes, prefixes, particles, and a myriad of other important word usages and constructions. Based on authoritative reference sources, this handbook presents its information clearly, concisely, and with plenty of example phrases. Useful for intermediate and advanced students of Japanese, translators, and those wishing to read Japanese in its original form. 352 pages (paperback), $15.95. Available from Charles E. Tuttle Co., 28 South Main St., Rutland, VT 05701. 802/773-8930 or 800/526-2778.

Books for Japanese Language Study from Kodansha has just become available. The catalog lists new titles along with the older familiar ones. For most titles listed, examination copies are available to teachers. If you have not received a copy of the catalog by late May, request one from Wendy Gilbert, Special Projects Manager, Kodansha America, Inc., 114 Fifth Ave., New York, NY 10011. 212/727-6460.

EMPLOYMENT OPPORTUNITIES

* The Gwinnett County (Georgia) Public Schools are currently accepting applications for secondary teachers of Japanese. Contact Liz Rieken, Foreign Language Coordinator, 404/995-2363; or the Personnel Department 404/963-8651, Gwinnett County Public Schools, 52 Gwinnett Dr., Lawrenceville, GA 30245.

* The Evansville-Vanderburgh School Corporation is seeking a certified Japanese language teacher for the '92-'93 school year to teach a high school language and culture class and to teach a flex program at the elementary schools. The successful candidate should have native or near-native fluency in Japanese and be innovative, energetic, and flexible. Send resume, transcripts, and other credentials to: Mrs. Sandra A. Singer, Supervisor of Foreign Language, Staff Development, and Special Programs, 1 S. E. Ninth St., Evansville, IN 47708. 812/426-5674.

* The Department of Defense Dependents Schools is recruiting certified elementary teachers qualified to teach partial language immersion classes in Japanese, French, German, Italian, Korean, or Spanish. One year of full-time professional experience is a selection factor. Applications are accepted year-round. For additional information regarding qualification requirements, salary, benefits, and current application, send a postcard to: Department of Defense, Dependents Schools, 2461 Eisenhower Ave.,

Alexandria, VA 22331, Attn: Teacher Recruitment, or call 703/746-7868, Marvin Kurtz, Education Division; or 703/325-0885, Teacher Recruitment.

- The Eau Claire School District in Eau Claire, Wisconsin, seeks a full-time certifiable high school Japanese teacher. Contact the Personnel Office, 500 Main Street, Eau Clair, WI 54701. 715/833-3457.

EMPLOYMENT SOUGHT

- Chiyo Popeko seeks a full-time position teaching Japanese in a secondary school. Ms. Popeko received her Secondary Foreign Language Certificate in Japanese in December, 1991, and is licensed to teach in Ohio. She is currently an instructor of Japanese at the University of Akron in Akron, Ohio, an instructor/tutor at Kent State University, a substitute teacher at St. Vincent-St. Mary High School in Akron, and owner/instructor of a private tutoring service. She holds a B.S. in technical education from the University of Akron. Contact Chiyo Popeko at 3715 Louise Street, Mogadore, Ohio 44260. 216/628-4252.

- Hideo Nagai seeks a position teaching Japanese and/or ESL. Mr. Nagai holds Missouri Teacher's Certification in K - 12 Japanese and 7 - 12 English, as well as Teacher's Certification in Japan for English at the secondary level. He received a B.A. in English Education and American Studies from Mie University, and a M.A. in Teaching English as a Second Language from Central Missouri State University. His experience includes teaching English to preschoolers, teaching Japanese to 4th - 6th graders, substitute teaching in Kansas City secondary schools, and teaching Japanese in a K - 8 gifted summer school program. Contact Hideo Nagai, c/o Annette Groeneman, 15807 East 25th St., Independence, MO 64055. 816/252-7591.

- Mie Hino seeks a position as a high school Japanese language instructor. Ms. Hino currently teaches Japanese at Clarinda High School and at Iowa Western Community College in Clarinda, Iowa. She holds a teaching certificate of Japanese language issued by the Japanese Minister of Education, Science and Culture. She received her B.A. in Sociology from Konan University in Kobe, Japan. Ms. Hino was a Japanese instructor for four years at the H.E.C. Language Institute in Osaka. Contact Mie Hino at 202 North 18th Street, Apt. 2, Clarinda, IA 51632. 712/542-3258.

- David Riggs seeks a position teaching Japanese at a secondary school or community college. Mr. Riggs holds an M.A. in Japanese Language from the University of Hawaii and another M.A. in Teaching English as a Second Language from the School for International Training in Brattleboro, Vermont. He participated in the 1991 Summer Workshop on Teaching Japanese as a Foreign Language at Cornell University. He has experience as an ESL instructor in Japan, China, and Mexico. He is currently employed as a Japanese language tour guide for Kintetsu International in Hawaii. Contact David Riggs at 2211 Hoonanea St., Honolulu, HI. 808/943-8922 (home), 808/841-8032 (business).

- Kimberly McHenry seeks a position as a Japanese language instructor or teacher of English as a Second Language. Ms. McHenry will complete her B.A. in Japanese Language and Asian Studies in May, 1992. Her studies have included a semester at Kansai University of Foreign Studies in Osaka, Japan. She has some experience teaching English as a second language in Japan and tutoring American students in Japanese language. Contact Kimberly McHenry at 103 W.N. 3rd, Findlay, IL 62534. 217/756-3340.

* Mieko Kurihara seeks a position teaching Japanese in a major city in the U.S., Canada, England or Australia. Ms. Kurihara is currently a Master Tutor of Japanese language at the University of North Dakota, lecturing and grading in classes from beginning to advanced levels. She expects to complete a Master of Public Administration specializing in Educational Policy, in July 1992 at the University of North Dakota. Contact Mieko Kurihara, 219 Hancock, Grand Forks, ND 58202. 701/777-8145.

* Mariko Matsuhira seeks a position teaching Japanese to children. Ms. Matsuhira holds a B.S. in Elementary Education, with a minor in Theater from Wheelock College in Boston. She has taught kindergarten as well as drama, English, and social studies in grades 6 – 8 as an intern at The Park School in Brookline Massachusetts. She also has some experience teaching Japanese to American children and adults. Contact Mariko Matsuhira, 30 Naples Road, Brookline, MA 02146.

ANNOUNCEMENTS

* This summer students have the opportunity to explore Japanese culture at Legacy International in Virginia. Students will live with Japanese young people and with youths from more than 25 different countries. Afternoon activities will feature Japanese language, calligraphy, dance, tea ceremony and more. Especially important will be the time they spend with their new Japanese friends, taking meals together, and enjoying recreational activities and discussions. At Legacy, young people build foundations for better relations with Japan. For more information and an application form, contact as soon as possible: Mary Helmig, Legacy International, Route 4, Box 265, Bedford, VA 24523. 703/297-5982.

* The International Internship Program places cultural ambassadors in elementary and secondary schools for periods of three, six or nine months. The interns, who range in age from twenty to sixty-five, are carefully screened and come from many professions in Japan. They are prepared to conduct lessons in Japanese language, calligraphy, paper folding, flower arrangement, martial arts, kimono dressing, tea ceremony, cooking and many other traditional subjects. There is no cost to the school. The school's responsibility is to provide a school lunch and locate a host family. The intern is prepared to pay $150 or $180 per month to the host family to help defray the cost of other meals. For more information contact: International Internship Programs, 6-19-14 Hongo Bunkyo-ku, Tokyo 113, Japan. Telephone: 011-813-3812-0771. FAX: 011-813-3818-4481.

* The National Endowment for the Humanities is now accepting applications for 1993 Summer Fellowships for K – 12 foreign language teachers. Applicants will design a project plan for six weeks study abroad, and if accepted, will be awarded a $3,750 stipend to carry out the plan. Teachers of less commonly taught languages are strongly encouraged to apply. For more information contact: NEH Fellowship Program for FL Teachers K-12, Connecticut College, 270 Mohegan Avenue, New London, CT 06320-4196, telephone: 203/439-2282.

* Yokohama Academy USA offers a two-week summer program of intensive Japanese language for American high school students who would like to study Japanese the natural way, interacting and living with visiting high school students from Japan. On the campus of the University of Maryland Baltimore County, students attend Japanese classes 3 hours per day Monday through Friday, spending afternoons and weekends with Japanese students in extracurricular activities. Fees: Day Program, $595; Boarding

Program, $895. For more information contact: Yokohama Academy USA, 5401 Wilkens Ave., Baltimore, MD 21228. 410/455-6800.

SUMMER AT THE CENTER

Because of the Center's association with teachers and schools, publication of the JLTN Newsletter follows the schedule of an academic year. This then will be your last issue until October. Our staff will take our treasured summer vacation in June, July, and August, and our office will reopen on August 24. After June 1, urgent messages may be left at 217/333-2870. Correspondence arriving during the summer months may not be answered until late August or early September, so please be patient. And, above all, enjoy the summer!

CORRECTION

In the April, 1992 *Resources for Teachers of High School Japanese*, we neglected to update the address for SPICE/Japan Project on page 20. The address should be: Stanford Program on International and Cross-Cultural Education, Littlefield Center, Room 14, 300 Lasuen Street, Stanford University, Stanford, CA 94305-5013. 415/723-1114. We apologize for the error.

SPECIAL THANKS

Takuo and Waunita Kinoshita

GOOD IDEAS ARE FOR SHARING

Have you helped to develop an innovative Japanese program in your school? Have you recently hit upon a great approach to teaching some aspect of the Japanese language? Have you made a presentation at a regional conference that other teachers found to be helpful? Have you discovered some teaching materials that you and your students are wild about? We know there are many of you who have great ideas about teaching Japanese that you could write about to inform and inspire other Newsletter readers. Articles do not necessarily need to reach us in polished form. We are happy to edit articles before publishing them.

Please use the following form to express your willingness to write for the Newsletter so that we can contact you. Send it to Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 W. Springfield Ave., Urbana, IL 61801. We look forward to hearing from you!

- -

I am willing to write about:

______ classroom activities
______ state and/or regional news
______ innovative programs
______ teaching materials I have recently discovered
______ summer workshops
______ ideas for increasing enrollment
______ ideas for gaining community support
______ other ____

____

____

I would probably be able to complete an article by: (circle one)

October 1, 1992 December 1, 1992

February 1, 1993 April 26, 1993

Name ____

School or organization ____

Mailing address ____

____

____

Daytime phone: ____

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The Newsletter of the Japanese Language Teachers Network is published four times each year in December, February, May and October. Our publication year begins with the December issue, but new subscribers are welcome at any time. In addition a list of Resources for Teachers of High School Japanese is published in March-April. The subscription fee is $15 for the five publications. For more information, or to subscribe, contact Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Avenue, Urbana, IL 61801. 217/244-4808. FAX: 217/244-4948.

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日本語教師ネットワーク

Newsletter of the Japanese Language Teachers Network

Vol. 7 No. 4 October 1992

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We are pleased to send you Volume 7 Number 4 of the Japanese Language Teachers Network Newsletter! For many of you, this is the final issue of your 1991–92 subscription and...

YOU WILL NEED TO RENEW NOW!!

Many of you are receiving a complimentary copy of this issue because we think you might be interested in learning about the methods and materials being used to teach Japanese at the high school level and about recent developments in this rapidly growing field.

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Whether you are renewing or subscribing for the first time, please complete the subscription form enclosed in this issue. Return the form along with your check or purchase order by NOVEMBER 20, 1992. Mail to:

Randy Musselman
University High School
1212 W. Springfield Ave.
Urbana, IL 61801

The price of a Newsletter subscription is now $17.00, but **if you subscribe before November 20, your subscription fee will be discounted to $15.00.**

A subscription includes the updated 20–page list of Resources for Teachers of High School Japanese (March/April) as well as four issues of the Newsletter (December, February, May and October).

Subscription fees help to defray the costs of publishing the newsletter and maintaining the Japanese Language Teachers Network, but do not come close to covering all of our expenses. We welcome additional contributions, if that is within your means.

Please note: This will be your final issue of the JLTN Newsletter unless we hear from you!

FROM THE DIRECTOR:
Reflections and Challenges

As I scan through the pages of this issue of the Newsletter, I can't help but marvel at how far we have come since the mid 1980's--the "old days," when there were fewer than 200 American high schools offering Japanese as a foreign language. Back in 1986, there was only one textbook designed for use at the high school level and there were practically no supplementary materials. There were no summer programs to enhance the professional growth of teachers. There was no hint of a national testing program or a national professional organization.

The articles in this issue reflect the many changes that have taken place since the first (four-page) Newsletter was mailed to eleven Illinois teachers in February 1986. Many pages are devoted to reporting on professional organizations and professional development opportunities for teachers. Also included are reviews of new textbooks, as well as the usual array of practical ideas and information directly related to the classroom.

Yes, we have come a long way. But there is still much to be done before Japanese teachers can enjoy the same professional benefits as their colleagues in other languages. The perfect textbook has yet to be written and supplementary materials are still in great demand. There are still only a handful of universities offering teacher training programs leading to certification. Articulation between high school and college-level programs is far from smooth. Many teachers still feel isolated. However, today there is a corps of experienced and creative teachers to serve as leaders and role-models; and more and more teachers are finding that staying in touch with others in their profession can provide a source of strength and opportunities for growth.

With so much to do, and so much happening, everyone can find a way to become involved by joining new professional organizations; attending (or perhaps organizing) meetings for Japanese teachers in your area; enrolling in summer programs designed to boost your language proficiency or your understanding of pedagogy; subscribing to the JLTN Newsletter; and letting others know about new teaching materials you have discovered, or about classroom strategies that work well for you, or about new opportunities for students and teachers.

Carol Bond

HOW I SPENT MY SUMMER VACATION
Oregon Teacher Attends N.E.H. Summer Institute

As a participant in the National Endowment for the Humanities Summer Institute for Teachers of Japanese, I think the most valuable thing I gained was the new network of fellow teachers and new friends.

The summer institute was the first half of a two-phase program consisting of a four-week intensive institute on the San Francisco State University campus this past summer and a four-week follow-up summer study in Japan in the summer of 1993. This summer's institute provided an opportunity for thirty teachers to 1) broaden their knowledge of Japanese culture; 2) improve their Japanese language competency; and 3) learn proficiency-oriented instructional methods for use in the high school classroom. This program emphasized experiential learning, classroom application, and a great deal of peer sharing.

The participants were all secondary teachers from Alaska, Arizona, California, Nevada, Oregon, Washington, and Hawaii. Two-thirds of us were non-native speakers and the other one-third were native speakers of Japanese. It was a healthy balance and allowed us to overcome our weaknesses and share our strengths with each other. For those teachers who felt as though they were islands, struggling to keep their heads above water with all the demands of teaching, program development, curriculum writing, and community expectations, this time together provided a great deal of encouragement and support for their continuing efforts. Most participants went back to their districts and schools with a renewed sense of excitement and direction.

One of the most valuable things I gained personally from this past summer was the exposure to two very committed and talented teachers, Professor Mishima of San Francisco State University and Professor Pusavat of the University of California at Long Beach. They both spent an incredible amount of time and energy in their commitment to helping us become better trained and better informed Japanese language teachers. Their own classroom teaching was a model for what they taught.

Learning to adapt materials to reflect a more proficiency-oriented teaching format was a central theme of the institute. For many, proficiency-based teaching and planning was quite new. In addition, we established a network so that we could continue to share materials and encourage one another at our individual schools. By mail, fax or phone, we are able to contact 29 other Japanese teachers within a short time. I am sure the thirty of us who attended the institute have already had the opportunity to share with other teachers in our own geographical areas. We no longer feel as intimidated or apprehensive about asking for help or suggestions. This is extremely healthy for those of us whose jobs have enough built-in stress of their own.

As a follow up to this past summer, we will meet again in June of 1993 and leave for Japan together. The Institute will take place on the Gakushuin University campus in Central Tokyo. We will review material from this past summer and study further in the areas of language and culture. After a three-week homestay and study in Tokyo, we will travel to various sites including Nara, Kyoto, Osaka, Himeji, Miyajima, Hiroshima, and Kamakura. We will experience culture, acquire authentic materials for the classroom, and engage in dialogue with Japanese teachers, students, and friends.

It is a great opportunity for all of us. It will provide professional and personal growth for each of us in a different way. This institute has also brought us together in a common cause and allowed us to put our combined energies towards functional fluency in the Japanese language and culture.

I would like to encourage all of you to keep your eyes open for opportunities to participate in similar workshops and institutes in your own areas.

Your ideas and experiences are valuable to other individual teachers as well as to our profession.

Becky Haskins
Sheldon High School
Eugene, OR

ACTFL MEETING TO INCLUDE SESSIONS FOR JAPANESE TEACHERS

Teachers who are fortunate enough to be able to attend the Annual Meeting of the American Council on the Teaching of Foreign Languages (ACTFL) to be held in Chicago this year will find more presentations than ever directly related to Japanese teaching at both the high school and college level. There will be sessions, for example, on "Issues in Testing Japanese," "The Role Play in the East Asian Linguistic and Cultural Context," "Creating Authentic-Material Based Activities for Pre-Collegiate Japanese," "Strategies for Teaching Japanese Language and Culture in the Middle School," "Japanese Electronic Mail: The Gateway to Interactive Reading and Writing" and "Using Multimedia in the Japanese Classroom." In addition, for the first time, Bonjinsha will be among the conference exhibitors. And, of course, there will be many, many lively and informative sessions of interest to all foreign language teachers.

Two special features of this year's ACTFL meeting will be the luncheon hosted by the Japan Foundation Language Center and the open meeting sponsored by the National Council of Secondary Teachers of Japanese. (Please see the following articles for additional information.) We look forward to seeing old friends and meeting new ones in Chicago in November! For more information on the 1992 ACTFL Annual Meeting to be held in Chicago on November 20-22, contact ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801, 914/963-8830.

Carol Bond

NEW PROFESSIONAL ORGANIZATION FOR TEACHERS EMERGES

The National Council of Secondary Teachers of Japanese (NCSTJ) has been formed through the dedicated efforts of a committee of teachers and advisers. The organization came about as the result of a Leadership Conference held nearly a year ago in Washington, D.C.
The purposes of the new organization are:

- To actively promote the teaching and learning of Japanese at the secondary level in the United States
- To provide a network for exchanging information and ideas
- To be proactive in providing resources and opportunities for teachers to improve the field
- To publish the newsletter of the Council and other materials
- To be a clearinghouse for job opportunities.

Secondary school teachers, students of Japanese, and others with a professional interest in teaching and/or improving the teaching of Japanese language and culture in America are invited to become members. NCSTJ will host an open meeting for Japanese teachers at the Annual Meeting of ACTFL in Chicago on November 20, from 5 p.m. to 7 p.m. in the Diplomat Room. Future projects include a summer workshop to be held in California in 1993. To receive additional information, to inquire about membership, or to convey your ideas to the Interim Officers and Board of Directors, contact:

The National Council of Secondary Teachers of Japanese
c/o The Japan Foundation Language Center
The Water Garden, Suite 650E
2425 West Olympic Blvd.
Santa Monica, CA 90404-4034

JLTN, CITJ, NCSTJ: WHAT DOES IT ALL MEAN?

We are often asked how our Center (CITJ), which includes the Japanese Language Teachers Network (JLTN), relates to NCSTJ. While the Center and NCSTJ are not formally linked in any way, there is a close relationship developing between the two groups. The goals of the two groups are similar and compatible, but they go about achieving them in different ways. More questions and answers:

What role did the Center play in the formation of NCSTJ? The Center co-hosted, along with ATJ and the National Council of Organizations of Less Commonly Taught Languages, the December 1991 Leadership Conference. In addition, the Center's Director, Carol Bond, served as a member of the NCSTJ planning committee and is presently on the Interim Board of Directors.

How does NCSTJ differ from the Japanese Language Teachers Network? The NCSTJ is a formal organization, with elected officers, dues, membership categories, by-laws, a Board of Directors, and an annual business meeting. The JLTN is not a formal organization. Its function is to put teachers in touch with each other and to provide up-to-date information related to Japanese instruction at the secondary level. This is primarily accomplished through the JLTN Newsletter, but also through telephone conversations and correspondence. Maintaining the JLTN is only one of the services provided by CITJ.

Will NCSTJ also publish a newsletter? Yes, NCSTJ will publish a newsletter, called *Oshirase*, twice a year to announce and report on the organzation's activities to its members.

If I join NCSTJ, does that mean that I don't need to subscribe to the JLTN Newsletter? Absolutely not! *Oshirase* will not publish articles related to teaching or reviews of teaching materials such as those found in this issue of the JLTN Newsletter. *Oshirase* will be published in the intervening months between issues of the JLTN Newsletter. NCSTJ will sometimes include announcements for its members in the JLTN Newsletter. We hope that members of NCSTJ will also contribute articles and reviews to the JLTN Newsletter on a regular basis.

Carol Bond, Director
CITJ

JFLC GOES TO ACTFL:
A Booth and a Luncheon

The Japan Foundation Language Center (JFLC) will have an exhibit booth at the ACTFL Annual Meeting in Chicago in order to facilitate networking among conference participants involved in Japanese language education. Anyone wishing to display brochures, bulletins, or other informational items at this booth should contact JFLC at The Water Garden, Suite 650 East, 2425 West Olympic Blvd., Santa Monica, CA 90404–4034. Tel: 310/829–3172, FAX: 310/829–9510. JFLC will also sponsor a special luncheon for Japanese language educators on Friday, November 20. Free tickets will be available at the JFLC exhibit booth on a first come, first served basis.

APPLICATION DEADLINE APPROACHING FOR UNIQUE SUMMER WORKSHOP

The Center for Improvement of Teaching of Japanese Language and Culture in High School is now accepting applications for a unique summer workshop for non–native teachers of Japanese to be held June 27 through July 25, 1993. The workshop, "Japanese Language and Culture: Pathways to Proficiency," will provide opportunities for eight non–native teachers to boost their language proficiency; learn more about current foreign language methodology; collect authentic Japanese materials to use in the classroom; experience daily life in Japan; learn contemporary vocabulary; and share experiences and ideas with other Japanese teachers.

The program will begin with a five–day seminar to be held on the campus of the University of Illinois at Urbana–Champaign and will culminate in a three–week trip to Japan. Originally announced for 1992, the workshop was postponed until 1993 in order to allow our cooperating institutions in Japan more time to prepare for our visit.

Cost to participants for the four–week program will be $1000 which includes round–trip domestic and international airfare, JR train pass, airport transportation and tax within Japan, lodging in Japan, Youth Hostel Membership fees, admission fees, meals and lodging in Champaign, and seminar materials. Participants will be asked to budget an additional $450 for meals in Japan and will also be responsible for passport fees, insurance, and incidental expenses.

Participation in the four–week program is limited to the eight applicants who, in the judgement of the Selection Committee, stand to benefit most from all aspects of the workshop: pedagogy, language and culture. To receive further information and an application form, please contact Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Ave., Urbana IL 61801, 217/244–4808. The deadline for returning completed applications is December 1, 1992. Applicants will receive notification of selection by December 20.

NEW RESOURCES

[Editor's note: The following are excerpts from publishers' announcements. We reprint them here not as endorsements or as reviews, but simply to let Newsletter readers know of the existence of these new resources.]

The Material Child

In *The Material Child: Coming of Age in Japan and America*, Merry White paints a vivid and revealing portrait of Japanese and American teens today. Drawing on the voices of adolescents themselves, she offers an in–depth look at the sexuality, school work, family relationships, leisure activities, friendships, and buying behavior of teens in both worlds. White points out that although adolescents in the U.S. and Japan may share the same taste in pizza, pop music, and leather jackets, they remain very different from each other. White examines how the two cultures' rules and mores create these differences in teen behavior and, in the process, she gives us much–needed insights into American culture, as well as that of Japan.

Merry White, whose speciality is Japan, is Associate Professor of Sociology at Boston University and Associate in Research at the Reischauer Institute at Harvard University. For more information, contact: THE FREE PRESS (A Division of Macmillan, Inc.) 866 Third Avenue, New York, New York 10022.

Video Programs from the Media Production Group

Americans and Japanese are living and working together in rapidly increasing numbers, with each side hungry to understand the realities of ordinary life and the varieties of everyday people in the other culture. Yet, many video productions depict Japanese society as a monolith, and news reports accent the dramatic, the exotic, the current tensions.

To address this problem, the Media Production Group, a bi–national group of Japan studies specialists and media professionals, has been producing quality media materials. The following are three 30 minute video tape programs tailored for audiences in schools and colleges, civic groups and business organizations. Viewer guides are in preparation for each program.

As Iwate Goes: Is Politics Local? An on–the–screen report from two small towns in northeastern Honshu as they struggle to reconcile local needs with national policies in their efforts to combine economic development with environmental protection and an aging population.

As Iwate Goes: Is Culture Local? A companion report from two other small towns in the northeast, one of them nationally famous for having preserved its local legends and making them into a tourist attraction, the other a nearby community striving instead to create new traditions.

Neighborhood Tokyo. A vivid portrait of a community of Mom-and-Pop stores and small enterprises, seen through the eyes of Theodore Bestor, an American anthropologist who has been tracking events in the locale for more than a decade.

The video programs are available for $35.00 each plus $4.00 shipping, from the Center for Educational Media, Institute for Education on Japan, Earlham College, Richmond, IN 47374. 317/983-1324.

REVIEWS

Hello in Japanese, Volumes I and II
by Keiko Inoue Heian International, 1990
Textbook: $19.95, Workbook: $13.50, Audiotapes: $39.50
Available from Heian International, P.O. Box 1013
Union City, CA 94587 Tel: 415/471-8440 Fax: 415/471-5254

There are many learning styles as well as many teaching styles. It is indeed very difficult to find one particular textbook which satisfies all needs. However, I would like to share my joy in teaching Japanese this year with Ms. Inoue's *Hello in Japanese*, Volumes I and II. It has been fun because the language in the text is very realistic. Students are able to create and use dialogues immediately, as the text introduces informal verbs in the earliest chapters. Since adjectives are also introduced early on, students can enjoy describing persons or things. All the dialogues are written on both informal and semi-formal levels.

Since each chapter is rather short, some might feel there is not enough to teach. On the contrary, this allows the teacher to exercise creativity in expanding and building on the ideas the author introduces.

There are fresh expressions like さあ, あっ, えっ, わあ, そうだなあ, じゃね, ううん, うん, そう?, そうよ, ええと, しよう, しちゃだめ which make Japanese come alive! Students also enjoy learning words like "ないしょ," "ずるい," "うまくない," and "にんき." I also like the use of the final particles like の and わ for girls only.

The appendices are very useful for reviewing. The illustrations are well done and catch student interest.

One shortcoming I would mention is the way *kanji* are presented in the second year workbook. The print should be handwritten for better legibility.

I highly recommend this fresh new textbook.

Kiyoko Weyer
Nathan Hale High School
Seattle, WA

Nihon no Kurashi Jūnikagetsu: Moons, Months and Seasons
Kokusai Nihon Kenkyujo Tokyo: Kyobundoh, 1992. 1,850 yen
Available from Kyobundoh, 2–8–1b, Sarugaku–cho,
Chiyoda–ku, Tokyo 101 Tel: 03–3293–1377 Fax: 03–3293–8293

Nihon no Kurashi Jūnikagetsu: Moons, Months and Seasons is a supplementary reader designed for students to learn about everyday life in Japan. Cultural and seasonal events and activities are depicted chronologically (January to December) in 12 chapters. It is intended for students of Japanese who have finished about 400 hours of instructional time.

Each chapter begins with a text of approximately 800 characters, written in *kanji* and *kana*. All *kanji* other than the most fundamental ones are listed with their *furigana* on the following page. Drawings, photographs, and charts with English captions are provided for better understanding of topics and vocabulary deeply rooted in Japanese culture. At the end of each chapter, an English version of the main text is provided. At the end of the book, there is a list of words and phrases with English equivalents and explanations.

This book can be used in various ways. Students may read chronologically from January through December, or just choose any month they like. They can also read just the English text and captions of the illustrations and photographs to find out about Japanese life throughout the months and seasons.

One of the strengths of this book is that it covers a variety of topics. Each chapter illustrates traditional events and activities as well as educational, geographical, and social aspects of current life in Japan such as college entrance examinations, average rainfall and average life expectancy.

According to the authors, this book is designed for pre–intermediate students. The authors recommend using it both as a textbook in the classroom under a teacher's guidance and as material for students to read on their own. However, the Japanese text includes some grammatical points beyond the pre–intermediate level, such as the passive voice. In addition, this book does not provide any grammatical explanations. For these reasons, high school students might experience difficulty in reading the text and will have a hard time using the book on their own.

Each reading passage includes too many unfamiliar vocabulary words and phrases (approximately 80 words for each section). Looking up all these vocabulary words would frustrate most students and also interrupt the reading process. Most of the vocabulary words are so culturally–bound that students would have difficulty understanding the vocabulary by just looking at the English equivalents in the appendix.

The book contains no comprehension questions or other activities designed to check students' understanding of the reading. Teachers will need to prepare their own comprehension checks, a time consuming task.

Despite these weaknesses, this book can be quite helpful in teaching Japanese culture. For example, the English passages can be used effectively to introduce cultural and social aspects of Japan even to beginning level students, using just 5 or 10 minutes of class time. For more advanced classes able to tackle the Japanese text, teachers may wish to provide pre–reading activities using the English passages to familiarize students with key cultural concepts.

Yukiko Oguchi
University High School
Urbana, IL

TEACHER TO TEACHER
Three Popular Games

It often happens on Friday, sometimes on Wednesday, occasionally even on a Monday. You've worked through your lesson plan, your students want to do something "fun" and there are ten minutes of class time left. What can you do? How about trying an authentic Japanese children's game,such as *Makudonarudo Janken* or *Aka Oni*? Or, you might play *Kotae Rirē*, which started out as Japanese Jeopardy, but was expanded to be more useful for classroom purposes.

Makudonarudo Janken

Purpose: The purpose of *Makudonarudo Janken* is to provide a light and humorous cultural activity that is authentically Japanese.

Level: Can be played with any level.

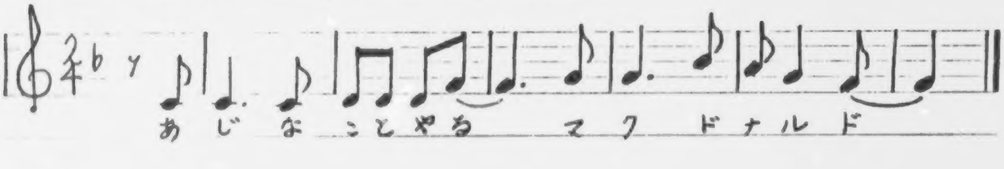
Players: Can be played in pairs, or between a leader and a small group, or between a leader and the entire class.

Preparation: It will take a few minutes to teach the game and practice the gestures the first time it is played. Once students understand how to play, set–up time is minimal.

Duration: Depending on the variation, skill level of the players, and/or purpose of play, this activity can last anywhere from several seconds to several minutes.

Description: *Makudonarudo Janken* is *janken* with a twist. Familiarity with the *Atchimuite Hoi* variation of *janken* is helpful.

Basic Rules: Students divide into pairs to play *janken*. At the end of the *janken* exchange (unless there is a tie) both players break into the Japanese jingle for McDonald's, "*Aji na koto yaru, Makudonarudo*".



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I enclose:

________ $17 for the 4 Newsletter issues plus the 1993 updated list of Resources for Teachers of High School Japanese.

________ $15 for early subscriber discount before November 20, 1992.

________ Additional $5 for overseas subscriptions.

I am a: ________ Japanese teacher at (Circle level): H.S. Jr. Hi. Elem. College

________ Foreign language supervisor

________ Satelite program facilitator

________ Other (please specify) ____________________

If you know of others who might be interested in joining the Japanese Language Teachers Network and subscribing to the Newsletter, please write their names and addresses below. We will send them a free October newsletter.

Name: ____________________

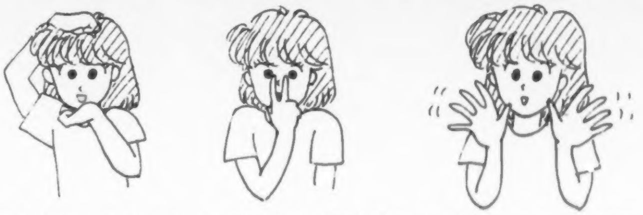
Address: ____________________

Name: ____________________

Address: ____________________

Please make checks payable to the UNIVERSITY OF ILLINOIS. Send this form with your check by November 20, 1992 to Randy Musselman, University High School, 1212 West Springfield Avenue, Urbana, IL 61801.

At this point, the winner of the *janken* initiates one of the three McDonald's motions as follows. (These motions should be practiced ahead of time.)



Biggu Makku: Clench both fists lightly, making sure thumbs are not tucked in. These fists become the buns. Place one bun under your chin, palm up, and the other palm down on the top of your head.

Poteto Furai: Make a peace sign and straddle your nose with it.

Fire-o-fisshu: Place thumbs on your jaw bone, with open hands facing forward. Wiggle your fingers.

After the winner of the *janken* calls out the name of one of the McDonald's products above, using the correct motions, the partner must simultaneously choose a product. If he/she is drawn into the same motions, the game is over. If the partner is able to call out and do the motions of a different product, the pair repeats *janken* to start the process again.

Variations: As an alternative to playing in pairs, try it in a group as an elimination game. Without doing *janken*, the leader initiates the jingle and chooses a product motion. Anyone drawn into the same motion as the leader is out of the game.

This game is played in Japan using the jingles from the commercials of a variety of famous products. For example, a *shūmai* company, *Kyōken Shūmai* has a jingle that goes, "*Oishii Shūmai, Kyōken*." *Kyōken Shūmai* are usually filled with pork (*pōku*), shrimp (*ebi*), or crab (*kani*). Students may enjoy helping to make up the motions to accompany this jingle.

Aka Oni

Purpose: To provide students with a quick opportunity to review vocabulary words using an authentic Japanese game.

Level: Any level can play by adjusting the content. However, younger students will probably enjoy this game the most.

Players: Any number of students can play.

Preparation: Choose a leader who is prepared to call out words that the students should know (nouns or adjectives work best).

Description: The leader calls out a word that names or describes something in the room. For example, if the leader says "*enpitsu*!," everyone must touch a pencil. Wnen an adjective such as "*kuroi*" or "*marui*" is called out, there will be many different correct responses possible.

Duration: 3-5 minutes. Variations may take longer.

Variations: 1. Play in teams. The first team that makes a correct response gets a point. 2. Students take turns being the leader. The leader calls out a sentence that describes something in the room. For example, *Maiban motte kaerimasu*, (I/We take it home every night). The student who responds first must explain his or her answer.

Kotae Riree

Purpose: To give students the opportunity to create sentences in Japanese to describe something meaningful.

Level: *Kotae Riree* is becoming popular in my Japanese 3 class. It probably works best for levels 3 and 4.

Players: This game is played with two teams of up to five players each.

Preparation: The teacher prepares a list of meaningful topics to use as "questions."

Duration: This game can be played in one long stretch, or on consecutive days for predetermined amounts of time. The number of topics determines the duration of each game.

Basic Rules: Two teams consisting of equal numbers sit in rows, facing each other. Representatives from each team play *janken* to determine who starts. The teacher gives the first topic, taking care to make sure it is of interest to the students and something they will be able to describe in Japanese. When the topic is given, Player 1 of Team 1 gets a chance to create the first sentence relevant to the topic word or phrase. The sentence must be grammatically correct, logical and relevant to the topic. The teacher is the judge. If the sentence is approved, Team 1 gets a point. Next, Player 1 of Team 2 has a chance to think of a sentence on the same topic. If he or she is successful, Team 2 gets a point, and the turn passes to Player 2 of Team 1. Play continues until someone says *wakarimasen/dekimasen* or makes an unsuccessful attempt to form a sentence. When this happens, the other team gets one point, a new topic is introduced, and play continues with the next player.

Example:

Question: *Miazu Sensei* (Henry Meares, Uni High Principal)

Team 1/Player 1: Uni High *no Kōchōsensei desu*.

Team 2/Player 1: *Miazu sensei wa mainichi kakkoii yōfuku wo kiteimasu*.

Team 1/ Player 2: *Kōchōshitsu wa ikkai ni arimasu*. Etc.

Variations: 1. In order to encourage students to try even when they are not quite sure, the rules can be changed so that a student's sentence doesn't have to be 100%

grammatically correct. 2. Keep the game moving by making a ten–second time limit for each response. 3. Rule out certain easy responses such as "*suki–desu*," "*kirai desu*" etc. 4. Specify that answers must be given as if speaking to a friend (using familiar forms of speech) or to a friend's father (using *keigo*).

Chris Thompson with Yukiko Oguchi,
Madoka Kimura, and Tsutumu Ando
University High School
Urbana, IL

INDIANA TEACHER PROVIDES TIPS ON PLANNING A STUDENT TRIP

This summer I took four of my third–year Japanese students to Japan for four weeks. The trip included a two–week homestay in Tochigi and tours to Tokyo, Kyoto, and Hiroshima. The total cost of this trip per student was approximately $1400! This did not include personal expenses or teacher's travel.

The trip was made possible with a lot of help from all the people involved. First of all, and maybe the best of all, was the special connection we had already established with people in Tochigi Prefecture. Over the past two years Connersville has hosted 20 high school students and 4 teachers from Tochigi for one week at a time. (It also happens that I am originally from Tochigi and taught English there for several years before I came to Connersville.) We were able to receive special help from the Tochigi Board of Education in arranging host schools and families. Of course, we had a big reunion in Japan with those who had come to Connersville. We also stayed at my house for a couple of days and at Youth Hostels in Tokyo and Kyoto. In Hiroshima, the family of our Japanese exchange student, who stayed in Connersville for one year and traveled with us, hosted all of us for three days.

Even though our situation is somewhat unique, I hope this information can be helpful to those who are thinking of taking students to Japan.

The following is a list of what we did during our preparation.

– Held fund raisers: Candy Sale, Garage Sale, Flower Sale; Sold Japanese gift items (origami, special chopsticks, T–shirts, etc.) at a Lion's Club Home Show booth and School Athletic Carnival booth.

– Wrote letters to local organizations and businesses to ask for donations. (We also visited them in person.)

– Opened a bank account.

– Contacted travel agencies for plane tickets and Japan Rail Passes. (Many agencies have toll–free numbers. We kept calling around until we found an agent who could come up with a special deal!)

– Wrote an official letter to Tochigi Board of Education asking for support. Sent them our schedule.

– Prepared gifts to take to those who had helped and would help us in Japan. (We also prepared extra gifts just in case.)

– Held regular meetings every week to study language and culture and to discuss the trip itself.

– Held baggage–carrying practice at school (including stairs), to help impress upon students that traveling light is the best policy.

If you have questions or suggestions please contact me.

Sachiko Kawakubo
Connersville High School
1100 Spartan Drive
Connersville, IN 47331
317/825–1151

ASSOCIATIONS FOR TEACHERS OF JAPANESE

Last October we asked Newsletter readers to send us information on regional associations for Japanese teachers. We have heard from the following associations and hope that this information can facilitate networking within and among these geographic regions.

Hawaii Association of Teachers of Japanese (HATJ)
Contact Person: Professor Fumiteiru Nitta (President), Center for Japanese Studies, University of Hawaii, Moore Hall 216, 1890 East–West Road, Honolulu, HI 96804. Tel: 808/956–2662, Fax: 808/956–2666.

Illinois Association of Teachers of Japanese (IATJ)
Contact Person: Itsuko Mizuno (President), Murray Language Academy, 5335 S. Kenwood, Chicago, IL 60615
Aims: (1) to encourage professional development through the exchange of teaching ideas, techniques and experiences; (2) to provide mutual support among teachers of Japanese in Illinois; (3) to encourage the study of Japanese and the development of well–articulated programs of instruction; (4) and through these efforts to promote global awareness and appreciation of all cultures.
Affiliation: Illinois Council on the Teaching of Foreign Languages. National Council of Secondary Teachers of Japanese.

Association of Indiana Teachers of Japanese (ITJ)
Contact Person: Debbie Siewert (Treasurer), 9986 N. Ammerman Drive, Springport, IN 47386.
Affiliation: Indiana Foreign Language Teachers Association

Intermountain Association of Japanese Language Teachers (IAJLT)
Contact Person: Nick Pond, Murray High School, 5440 South State, Murray, UT 84107.
Aims: To represent the Japanese language in the Intermountain west and to encourage the dissemination, both in the schools and in the general public, of knowledge concerning all aspects of the culture and civilization of Japan and the Japanese speaking world. The Association shall by all means at its disposal support projects destined to advance the Japanese language and literature study.

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Affiliation: National Council of Secondary Teachers of Japanese.

Lower Lake Erie Teachers of Japanese (LLETJ)
Contact Person: Hiroshi Nara or Rick Revell, East Asian Languages and Literatures, 1501CL University of Pittsburgh, Pittsburgh, PA 15260, Tel: 412/624-5574

Northeast Association of Secondary Teachers of Japanese (NEASTJ)
Contact Person: Kazuo Tsuda, United Nations Internatioanl School, 24-50 FDR Drive, New York, NY 10010. Tel: 212/684-7400, Ext. 3227
Affiliation: National Council of Secondary Teachers of Japanese.

Association of Teachers of Japanese in Oregon (ATJO)
Contact Person: Hitomi Tamura, West Linn High School, 5464 West A Street, West Linn, OR 97068. Tel: 503/656-2618, Fax: 503/657-8710
Aims: To provide educational opportunities in the fields of teaching Japanese as a second language and bilingual education. Members are invited to participate in two annual conferences and an annual immersion event. These are opportunities to network with other Japanese language teachers both in Oregon and in Washington.
Affiliation: National Council of Secondary Teachers of Japanese.

Southwestern Secondary Teachers of Japanese (SWSTJ)
Contact Person: Norman Masuda (President), 1854 Anthony Court, Mountain View, CA 94040. Tel: 415/941-6714, Fax:415/941-4712.
Aims: (1) to improve and assist the development of Japanese language and cultural instruction on the secondary level, (2) to network within and outside the region, (3) to articulate with elementary and post-secondary programs in Japanese, (4) to maintain communication between Japanese language teachers and the State Departments of Education, Foreign Language Division.
Affiliation: National Council of Secondary Teachers of Japanese.

Washington Association of Teachers of Japanese (WATJ)
Contact Person: Leslie Okada Birkland (President), Lake Washington High School, 12033 N.E. 80th St., Kirkland, WA 98033. Tel: 206/828-3371.
Aims: (1) to encourage, support, sustain, and improve the teaching of Japanese at all levels of instruction (2) to promote a cooperative spirit through the professional exchange of ideas and cordial fellowship among its members.
Affiliation: Washington Association of Foreign Language Teachers. National Council of Secondary Teachers of Japanese.

Wisconsin Association of Teachers of Japanese (WATJ)
Contact Person: Debra Avery, 5200 North Diversey #301, Whitefish Bay, WI 53217. Tel: 414/961-2559.
Aims: First year priorities are to create a directory of teachers, form a non-profit organization to promote the teaching of Japanese, hold regional meetings, and raise money to help implement our goals.
Affiliation: National Council of Secondary Teachers of Japanese.

ASSOCIATIONS: HERE'S AN IDEA TO BORROW!

The Wisconsin Association of Teachers of Japanese voted to include a subscription to the Newsletter of the Japanese Language Teachers Network as a membership benefit to all Japanese teachers joining the newly formed state organization.

"This is precisely why we are forming this organization," said Madeline Uraneck, Education Consultant for the state's Department of Public Instruction. "Teachers need to network, they need fresh ideas for the classroom, and they need to know employment and grant opportunities. We don't need to re-invent a wheel; indeed there are many arguements for reinforcing the one already rolling."

Wisconsin teachers intend to use the Newsletter as they would a state newsletter, submitting information they find helpful in the classroom, and publicizing regional meetings. Information useful only to Wisconsin teachers will be presented occasionally in supplementary mailings to WATJ members. For more information, contact: Madeline Uranek, International Education Consultant, Wisconsoin Department of Public Instruction, 125 South Webster St., Madison, WI 53702. 608/267-2278.

DES MOINES SCHOOLS HOLD JAPAN DAY FESTIVAL

Students from four Des Moines area high schools participated in a Japan Day in April.Under the sponsorship of the Heartland Area Education Association, the program gave Japanese language students from the four schools a chance to show what they've learned about Japanese culture and language.

Students from Ankeny, Des Moines Central Campus, Urbandale and Valley High School of West Des Moines performed skits in Japanese and sponsored booths featuring Japanese games, crafts and food.

Students also competed in a "quiz bowl" about Japanese culture and language. A unique approach was taken in organizing the quiz bowl. Teams were selected so that students from different schools and different skill levels were represented on each team. This enabled students from the different schools to get acquainted and work together on cooperative tasks.

Although Central Campus in Des Moines has in the past had similar events for its Japanese language students, this was the first time that four schools had combined for the festival. About 80 students participated.

The teachers who coordinated the event were Yumi Yoshimoto (Ankeny), Sachiko Murphy (Des Moines Central), Lisa Brinkmeyer (Urbandale), and Donna Yount (Valley).

For more information on organizing a Japan Day, contact Lisa Brinkmeyer, Urbandale High School, 4111 Aurora Avenue, Urbandale, IA 50322. Tel: 515/253-2322.

INVITATION TO MIDWESTERN JAPANESE TEACHERS

[Editor's note: We regret that due to delays in publishing the Newsletter, this Invitation is late. However, we print it here to note what did happen in Wisconsin, and also to demonstrate that in the future we would like to include regional announcements such as this, when the event being announced is open to people beyond the lines of a single state. We assume that events confined to residents of a state will have other means of issuing invitations.]

Come check out the action in Wisconsin!

Wisconsin teachers of Japanese invite Japanese teachers and would–be teachers from throughout the Midwest to join them Friday and Saturday, October 23 and 24, 1992, in Appleton, Wisconsin, for sessions at the Wisconsin Association of Foreign Language Teachers.

The statewide convention, attracting over 1,300 foreign language teachers, is one of the liveliest, best attended, and electric in the nation.

Every single conference session will include at least one presentation devoted to teaching Japanese. On October 23, Milwaukee's Diane Gulbronson will conduct a special three–hour session, "Kana in a Class Period" which presents a simple, effective way of teaching kana to beginning students of Japanese.

Japanese textbooks, distance learning programs, computer software, national movements to organize Japanese teachers, and ways to teach Japanese culture are also featured topics. All 32 of Wisconsin's visiting teachers from Japan, participants in JALCAP (Japanese Language and Culture Assistants Program), will be present at the conference.

Conference registration forms can be requested from Mary Donnerbauer, Typing–to–Go, 300 Cottonwood Avenue, Hartland, WI 53029, (414) 367–4722. The event ends with lunch on Saturday.

CALL FOR PROPOSALS FOR ACTFL '93

The 1993 ACTFL Annual Meeting will be held in San Antonio on November 20–22, 1993. The theme for the conference will be "Enhancing Our Professional Status". This is a great opportunity for teachers of Japanese to present their ideas to a national audience. Request a proposal form from ACTFL, 6 Executive Plaza, Yonkers,NY 10701–6801; 914/963–8830. The deadline for returning the completed forms to ACTFL is December 4, 1992.

CENTER AWARDED GRANTS TO SUPPORT SUMMER WORKSHOP

The Japan Foundation has awarded a grant of $19,950 under its Research/Conference/Seminar Grant Program to the Center to support the 1993 Summer workshop, "Japanese Language and Culture: Pathways to Proficiency."

In addition, we have been able to reduce the cost of the workshop for the eight participants from $1500 to $1000 thanks to a grant of $4000 that the Center received from the Northeast Asia Council of the Association for Asian Studies.

On behalf of our staff and the teachers who will benefit from the workshop, we wish to express our deep appreciation to The Japan Foundation and the Northeast Asia Council for making the Summer 1993 Workshop possible.

KANEKO FOUNDATION AWARDS GRANT TO CENTER

The Center has received a grant of $3500 from the Kaneko Foundation to support a part-time curriculum/ outreach specialist for the current year. This generous gift will enable the Center to develop new curriculum materials and programs to serve the needs of high school teachers of Japanese. We are very grateful to the Kaneko Foundation for its support of our Center's work.

CENTER WELCOMES NEW STAFF MEMBER

The Center is pleased to welcome Yukiko Oguchi as a new staff member. Ms. Oguchi serves as a part-time curriculum/ outreach specialist for the Center and teaches the Japanese II class at University High School. She received a Bachelor of Arts in English Language and Literature from the University of the Sacred Heart at Tokyo and is now completing a Master's degree program in Teaching English as a Second Language at the University of Illinois. She recently participated in a summer program in Japanese language pedagogy at Columbia University.

SWAP SHOP

Does anyone know where a recording of "Ippon demo Ninjin" can be purchased? If so, please contact Chris Thompson, University High School, 1212 West Springfield Ave., Urbana, IL 61801. 217/244-4808.

EMPLOYMENT SOUGHT

Eliot Frankeberger seeks a position as a teacher of Japanese and/or Social Studies. Mr. Frankeberger has an M.A. in East Asian Studies, a B.S. in Secondary Education, and seven years experience as a Japanese teacher in American schools. He has assisted in the development of Japanese language and culture courses on both the elementary and secondary level, and has written an elementary Japanese language curriculum. Contact Eliot Frankeberger, 10711 Glen Haven Drive, Silver Spring, MD 20902 Tel: 301/593-8418.

ANNOUNCEMENTS

* *Dream Window: Reflections on the Japanese Garden* premieres Friday, November 6, at 10 p.m. EDT on PBS (check local listings). The film reveals the rich beauty and artistry of Japan's gardens, both traditional and modern, while contemporary Japanese personalities give the viewer a new perspective on this timeless subject. The program is produced by the Smithsonian Institution`s Office of Telecommunications, Washington D.C., in association with KajimaVision,

Tokyo. *Dream Window: Reflections on the Japanese Garden* is also available as a one–hour home video for $29.95 plus tax and shipping. To purchase a VHS cassette, call toll free 1–800–262–8600, or write Home Vision, Box 800, Concord, MA 01742–0005.

* The "Vision" is a volunteer group that distributes books about Japan to schools and educational organizations in the U.S. The only cost to the schools is for shipping the books, approximately $150. Schools are encouraged to request the newest list of books. Contact Ms. Toe Matsui, The Vision, c/o The Japan Forum, Kojimachi NK Building 1F, 14–2 Kojimachi 2–Chome, Chiyoda–ku, Tokyo 102 JAPAN FAX 03/3221–1423.

* The Japan Foundation has announced its Grant Programs for 1993–94. Of particular interest to high school teachers is the Japanese Language Teaching Materials Donation Program which awards teaching materials to educational institutions offering Japanese language courses. Applicants choose materials with a total value not exceeding 200,000 yen from a list provided by The Foundation. The application deadline is December 1, 1992. For a complete listing of grant program areas and application forms, contact The Japan Foundation New York Office, 152 West 57th St., 39th floor, New York, NY 10019 Tel: 212/489–0299 Fax: 212/489–0409.

* The 1992 edition of the *Language Teacher's Resource Book* is now available from the Southwest Conference on Language Teaching (SWCOLT). This popular directory for everything in the world of language teaching has been expanded and updated. There are 800 numbers, fax numbers, and addresses of vendors, language organizations, contact persons, and sources of all kinds. Contains information on travel scholarships, grants, textbooks and much more. A "must" for administrators or department chairs and useful for any language teaching professional. To order, send a check for $5.00 payable to SWCOLT (includes postage; payment must accompany order) with your name and full address (with ZIP) to: Resource Book '92, 3005 Heatheridge Lane, Reno, NV 89509–3020.

* The Council on International Educational Exchange (CIEE) offers exciting curriculum development opportunities with Japan through its School Partners Abroad program. CIEE facilitates the linking of secondary schools in the U.S. with compatible schools in Japan. Commitment to this partnership enables schools to generate enthusiasm for the study of Japanese language and culture. The highlight of the program is an annual, reciprocal exchange of students and an accompanying teacher. Students participate in activities at the partner school and live with a host family. School Partners Abroad also offers optional 3–5 day field trips to Tokyo, Kyoto, and Hiroshima. Similar school partnerships are available with France, Germany, Spain, Russia and Costa Rica. For more information, please contact April Cheer at 212/661–1414, extension 1180 or write to: School Partners Abroad, Council on International Educational Exchange, 205 East 42nd St. New York, NY 10017.

A Very Special Announcement

We are pleased to announce the arrival of Sophia Amanda Ruth Otto Shenk on May 26, 1992. (Just days after the May issue of the Newsletter was mailed!)

CONTRIBUTE EARLY, CONTRIBUTE OFTEN

Please send in articles and announcements for the December Newsletter *by November 23*.

The Newsletter of the Japanese Language Teachers Network is published four times each year in December, February, may and October. Our publication year begins with the December issue, but new subscribers are welcome at any time. In addition a list of Resources for Teachers of High School Japanese is published in March–April. The subscription fee is $17.00 for the five publications. for more information, or to subscribe, contact Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Avenue, Urbana, IL 61801. 217/244–4808. FAX: 217/244–4948.

The Newsletter of the Japanese Language Teachers Network is a publication of the Center for Improvement of Teaching Japanese Language and Culture in High School. This issue is funded by a grant from The Japan Foundation Language Center.

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JAPANESE LANGUAGE TEACHERS NETWORK
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日本語教師ネットワーク

Newsletter of the Japanese Language Teachers Network

Vol. 8. No.[illegible] | December 1992

A SPECIAL MESSAGE FOR ELEMENTARY SCHOOL TEACHERS OF JAPANESE

(And Valuable Reading for Everyone!)

In recent months we have heard from several elementary school teachers of Japanese. The questions they ask have a familiar ring: How can I get in touch with other teachers? What methods and materials are being used by teachers in their classrooms? How can I find out more about these? Are there curriculum guides available? Is there anyone I can write to or talk to?

These are the very same questions that were being asked in the mid-1980's by Japanese teachers at the secondary level. These were the questions that defined the professional needs of high school teachers. It was in response to these needs that University High School established the Center for Improvement of Teaching of Japanese Language and Culture in High School and began to publish the Japanese Language Teachers Network Newsletter and the Resource List.

The exchange of ideas and information among teachers with similar concerns and interests is the keystone to the development of a new profession. However, the number of elementary school teachers of Japanese in the United States is still comparatively small. It seems safe to say that in most states, an elementary school teacher of Japanese might not even know for certain if there are similar programs elsewhere in the state.

What then is an elementary school teacher of Japanese to do? Japanese language teachers at every level should first consider that they are language teachers, and as such, they have more in common with teachers of other languages than they might realize.

There are several options for forming professional ties with other teachers. While none presents the perfect solution, each suggests a reasonable route to professional growth and improved classroom teaching.

1. Begin to talk with elementary school teachers of other languages, such as French, German or Spanish. The target language may not be the same, but the objectives, methods, motivational techniques and classroom management issues will be very similar.

2. Join a state or national foreign language teachers' organization. One such organization specifically targeted for elementary school language teachers is the National Network for Early Language Learning which publishes FLES NEWS. (Contact Nancy Rhodes, Center for Applied Linguistics, 1118 22nd Street NW, Washington, D.C. 20037. 202/429-9292)

3. Attend local, state, regional and national meetings for foreign language teachers. While there may be very few sessions (if any) specifically targeted for elementary school Japanese teachers, you will be able to adapt ideas and develop new ones based on what you learn at the conference. Best of all, you

will be energized by meeting other teachers with similar interests and concerns. If you meet just one other teacher with whom you plan to stay in contact, it will be worth the trip.

4. If you have some ideas to share--some particularly effective teaching techniques or a unique curriculum design, or suggestions for assessing student progress or encouraging parental involvement--submit a proposal to present a session at the next meeting of the "You-Name-It Foreign Language Teachers Association." I can almost guarantee that gradually, over a period of time, more and more presentations for elementary school teachers will appear on the agenda.

5. If you learn of another elementary school Japanese program in your region, invite the teacher to visit your school. Extend a helping hand. Offer to share your materials. Look for ways you can work together. Plan a joint activity for your students.

6. Invite secondary school teachers in your area to a meeting to discuss articulation. Look for ways you can work together to facilitate the transition of your students to middle school and high school. Again, at the most basic and fundamental level your objectives are the same, though you may approach them differently because of the age of your students.

Clearly, elementary school teachers need to educate the rest of us. If truth be known, those of us who teach at the high school and college level are somewhat in awe of elementary school teachers, who are comfortable with the clattery company of little folks with an attention span of five minutes and questions that confound us.

For years we here at the Center have been telling elementary school teachers who contact us for help and information that we don't know much about teaching Japanese at the elementary school level and that we can be of little assistance. To our credit, we have at least tried to give teachers the name of one other teacher to contact.

We are today proposing two ways in which we think we can help, but the success of the ideas depends entirely on you. First, we would like to begin compiling a list of elementary school Japanese teachers who are interested in making contact with other teachers. As a start, we will mail this list to everyone whose name appears on the list and we will send the list out whenever we receive new requests for information. So, elementary school teachers, your first assignment is to send us, before January 21, 1993, the following information: Your name; home address; home phone (optional); school; school address; school phone; Fax number; type of program (FLEX, FLES, immersion, magnet, etc.); grade levels taught; curriculum outline available/not available; and textbooks used.

Second, we are very interested in publishing twice a year in the JLTN Newsletter a two-page insert devoted to elementary school issues. We believe this will be very useful in helping you to stay in touch with each other. It will also serve to inform and educate our newsletter readers about elementary school programs.

What we are asking of you is this: One of you will need to step forward and volunteer to collect information items and articles and submit them to us in "camera ready" form. We will take care of printing and mailing. Your sources of information and articles will be those teachers whose names appear on the list we are compiling.

We believe that this is one of the best ideas we've had in a long while, and we would really like to see an elementary school insert in our May issue. So, if you are willing to accept this challenge to become "Associate Editor for Elementary School News," please contact Barbara Shenk, University High School, 1212 W. Springfield, Urbana, IL 61801, 217/244-4808, ASAP. We look forward to hearing from you.

Carol Bond
Director

A LETTER FROM MISSOURI

Dear JLTN, Sept.24, 1992

Our program at Winona is brand new this year. Never before has our school offered foreign language at the elementary level, and honestly, there is no foreign language program in the high school. Our district is very rural, population density in the county only about 8 people per square mile, and the county has a lot of national forest. We also have a high percentage of low-income families, and there aren't a lot of taxes to support the schools. Hence, we are quite excited about this program this year.

Our program is possible only because of national grant funds which were made available to develop pilot programs or expand existing ones. The grant application guidelines seemed to indicate a preference for programs which would be placed into the elementary school for Japanese, Chinese, Korean, Russian, or Arabic. Our area virtually has no minorities, but one lady who is a native of Japan was located who was willing (and very able) to help us as a paraprofessional. She actually does the teaching, but a certified teacher must be in the room with her, and the certified teacher assists with planning the lessons and in whatever other way possible. Grant monies for the program will be available for next year, and possibly for the year after that. Then the school is expected to be able to continue the program without additional grant monies.

The program is offered to kindergarten through grade 5 at the present time, on a rotating schedule like art, music, and physical education. We meet with each class for approximately 50 minutes one day each week. During this time, we introduce *hiragana* and have the students practice writing and sounding them out. The students are also beginning to learn common phrases which would be used regularly: "Good morning", "Good afternoon", "My name is _____", "Thank you very much", etc. Counting has already been introduced as well. Japanese culture so far has been approached from the educational standpoint--standing and bowing, proper sitting, general good manners. An introduction to the geography and history of Japan will also be accomplished--through stories, personal dialogue, and classroom discussion. Games and songs are also being taught. With the entire school learning much the same material (first year level), any age student can practice with any other student, regardless of the grade level. The students will soon see their individual names written in Japanese, and some origami has been done as well. Most of the emphasis this year will be on listening and proper pronunciation of phrases and limited vocabulary, and recognizing, writing, and sounding out the *hiragana*. Next year the vocabulary will be extended and more serious writing will begin.

We are planning to extend the program year by year and soon offer Japanese in the high school as well. Our teacher seems to be very enthusiastic about teaching, and is building a very good base in language with our elementary students. We currently use no textbooks, but are planning to attend a foreign language conference soon and hope to review some published materials then. More importantly, we hope to make personal contact with other teachers of Japanese in the state of Missouri, and learn of additional resources available to us. If you have ideas for us on how we can better prepare elementary students for high school level classes in Japanese, please let us know. We appreciate this opportunity to network with you, and appreciate your assistance.

We are enclosing a curriculum information sheet (which also doubles as a report card) for what we have actually accomplished during the first quarter. We are also interested in locating other teachers of Japanese on the elementary school level and would be willing to share ideas. If anyone would like a videotape of one of our classes, they are welcome to write and request a copy--either as presented, or of short clips of the different activities--and enclose $3.00 to cover the cost of a videotape. Thank you for your networking assistance.

Sincerely,
Dearndia Higgins, Japanese Assistant
Sachiko Cantrell, Japanese Instructor
Winona R-III Schools
P.O. Box 248
Winona, MO 65588

Student Name____________________

Japanese 1992-93: First Quarter

During the first quarter, students at Winona Elementary were taught the following:

____ How to properly address a teacher
____ How to make an origami tulip, cat, and dog
____ How to play Jan-Ken-Pon, and to say:
____ rock
____ paper
____ scissors
____ I won.
____ I lost.
How to say:
____ Good morning
____ Good afternoon.
____ Good evening.
____ Excuse me.
____ My name is ___.
____ I am ___ years old.
____ Thank you very much.
____ Goodby.
____ Yes.
____ No.
____ Do you understand?
____ Yes, I understand.
____ No, I do not understand.
____ boy
____ girl
____ child
____ children
____ teacher
____ How to count from: 1 to 5
____ 6 to 10
____ 11 to 99
____ How to sing "Ten Little Children"
(to the tune of "Ten Little Indians")
____ How to write and pronounce five Japanese letters
To respond to the phrase:
____ Stand up.
____ Sit down.
____ Best sitting position
____ Best standing position

They have also seen their name written in Japanese.

Sachiko M. Cantrell, Japanese instructor
Dearndia D. Higgins, Japanese assistant

+ The student can do this properly.
_ The student needs more practice.

CALL FOR IDEAS ON ARTICULATION

We hope to address matters related to articulation in our February issue. If you would be willing to tell newsletter readers about a successful articulation effort in your school district, or about your own ideas relevant to articulation, please contact Barbara Shenk, Editor, Japanese Language Teachers Network Newsletter, University High School, 1212 W. Springfield Ave. Urbana, IL 61801.

MORE SPEAKING ACTIVITIES

Sentence Builders, Definitions and Conversation Cards

The most useful language activities are those that are meaningful, enjoyable, and adaptable. The basic concept for each of the following activities comes from Alice Omaggio's book, *Teaching Language In Context* (Heinle and Heinle, 1986). Each activity shown below was reworked to fit the needs of secondary level Japanese instruction. Many variations are possible.

I like Omaggio's ideas for two reasons. First, these activities are not textbook dependent. They attempt to bridge the gap between classroom language learning and real world language use. By controlling the variables, teachers can adjust these activities to the specific content of their own curriculum.

Second, these activities are fun, meaningful and worthwhile. They add variety to any classroom routine. Although enjoyable, Sentence Builders and Definitions challenge the student to move beyond the word and sentence level of communication to use what they know in a situation that is close to real life.

As students struggle to explain situations and describe things using their developing Japanese abilities, they will make mistakes. Teachers can gauge the strengths and weaknesses of students during these activities, and work corrective measures into their daily lesson planning.

Sentence Builders

Paper Bag Skits (Japanese 1 & 2)

Prepare paper bags in advance so that each contains five things students use everyday (wallet, toothbrush, shoe, soft drink, textbook, etc). Divide the class into groups of three to five students. Distribute one bag to each group. Allow ten minutes for the groups to prepare skits using the items in their bags.

Vocabulary Card Skits (Japanese 1 & 2)

Prepare vocabulary cards in advance. Divide class into groups of three to five students each. Distribute vocabulary cards to the groups. They are given ten minutes to prepare a skit using these words.

Vocabulary Card Description (Japanese 2)

Prepare vocabulary cards in advance. Divide the class into groups of two or three. Distribute cards, face down, to the groups. One student in each group looks at a card and describes the word to the rest of the group. The group that is able to guess the most words is the winner.

Definitions

Explaining Without A Dictionary (Japanese 2 – 5)

Develop a context using situation cards or a textbook. Contexts should be relevant to the students. The purpose of the activity is for students to describe things for which they do not know the necessary vocabulary (mostly nouns) in Japanese. This activity is very adaptable. For example, students can try to describe the items to each other,or to the teacher.

Describe situations to the students in English. Some examples:

Situation No. 1:

You go with some friends to a sports club. There, while working with weights, you injure your leg. Describe the following, so that the meaning will be clear. 1. sprained ankle 2. hot water bottle 3. ace bandage 4. nurse 5. crutches

Situation No. 2:

You are planning a ski trip with a friend, but don't know the following vocabulary: 1. lift ticket 2. ski rental 3. place to spend the night 4. a two day and three night stay 5. insurance

Situation No. 3:

While staying with a host family you tear your jeans. You'd like to mend them yourself, but don't know the following terms: 1. needle 2. thread 3. a patch 4. sewing machine 5. a stitch

Conversation Cards

Let's Talk Cards (Japanese 1 – 5)

While it is possible to make your own conversation cards, I recommend using *Let's Talk!* cards (Addison–Wesley Publishing Co., 1989). *Let's Talk!* cards are situation cards designed for use in eight languages, including Japanese. They provide contexts suitable for beginning to advanced levels.

There are many ways to use these cards:

–in pair work

–in groups of three, where one student is given a card to use as a basis for conversation with the others.

–as the basis for role play

–as the basis for the teacher to conduct an interview with a student

Example:

You go to a toy store to buy a birthday gift for your nephew. In your conversation with the clerk:

1. Ask her/him what s/he recommends for an 8 year old boy.
2. Tell her/him that you have a 10 dollar limit.
3. After choosing your purchase, ask to have it gift wrapped.

Chris Thompson
University High School
Urbana, IL

EVALUATING ORAL PROFICIENCY

I find that if I expect oral proficiency from my students I naturally need a method for evaluating their performance that is not purely subjective and that readily transmits to a value in my grade book Students also respond more productively when they know that what they are doing "counts" and that there are clear guidelines and expectations for their performance.

Oral proficiency and performance have different criteria for success and "correctness" than do grammar and vocabulary–based tests that rely on memory, accuracy and comprehension. When I evaluate oral proficiency I am evaluating the communicative skills of comprehensibility, clarity of voice and pronunciation, appropriateness of responses, flexibility and creativity in using language actively (rather than by rote), as well as the correctness of the language used and the quantity and quality of the information transmitted.

I use a somewhat different procedure depending on whether I am grading an individual or group performance, or a prepared or spontaneous presentation. I have borrowed and adapted various scales and score sheets to simplify the grading process.

When evaluating the performance of an individual student, I enter the grade directly into my grade book. I designate a column for each criteria and assign values on a scale of 1–10, then the total score. For example, I use the following grading criteria when I have individual students read one page from a story or read a long dialogue in the text:

speed / accuracy / pronunciation / expression = 40 points

Grading groups of students presenting original skits is somewhat more complicated. A prepared skit is usually intended to incorporate specific target expressions like: *–no ue/shita/mae/naka/ni arimasu, –te kudasai, –temo ii desu ka, –tewa ikemasen, –kata o oshiete kudasai*, relative clauses, etc.

I first make the expectations for the skit very clear to the students. For example, each skit must solve a problem, teach a skill, or resolve a conflict. Each student must have 4 or 5 lines, equally long and equally complicated. There should be a *te* form in each line, or two relative clauses per student, etc. There should be a certain number of new vocabulary words used.

Criteria for evaluation must also be made clear to the students. I give 10 points each for comprehensibility, correctness of language used, quantity of information, variety, creativity and memorization. Memorized performance is a "10", 1 or 2 glances at notes is a "9", 3 to 4 glances is an "8", and fluently read is a "7".

In order to optimize audience participation, I assign students to each performer to count lines, *te* forms, relative clauses, etc.

Since this kind of assessment is too complicated to enter directly into the grade book, I make a score card for each team. The value of each aspect can be adjusted to teacher goals. Bonuses can be given for props, costumes, etc.

"Title of Skit"

	Clarity	Correctness	Quantity	Variety	Memorized	Lines+te
	10	10	10	10	10	5+5
Name						
Name						
Name						
Name						

For performance "on the spot," without preparation or memorization, I use a similar score card and include the categories of:

Appropriateness (Is their response appropriate to the question or situation?) and

Proficiency (Do they take risks? Do they vary expressions and creatively respond to language use beyond rote phrases? Are there signs of improvement that meet or exceed my expectations?)

Kristin E. Henshaw
Bainbridge High School
Bainbridge Island, WA

JAPAN AMERICA SOCIETIES ASSIST TEACHERS

...in Oregon

Japanese language teachers and selected students from Oregon secondary schools participated in "A Glimpse of Japan" in March of this year. This day-long celebration of Japanese culture and society was sponsored by the Japan America Society in conjunction with the Consulate General of Japan, Shokokai of Portland and other interested organizations. Relying on the support of the community, the Japan America Society asked individuals involved in Japan related activities to share their knowledge and special understanding of Japanese culture with the students.

The teacher portion of the conference enabled us to share ideas and concerns in order to enhance the quality of our teaching. We compared curricula, planned together and further developed our network of Japanese language professionals. Through this expanded level of cooperation, we have broadened our mutual support system and reduced our sense of isolation and frustration. By sharing and developing resources together we are taking steps to increase our teaching effectiveness and reduce our stress levels.

Since this conference, we began *Benkyokai*, which later was formalized into a graduate level education class, "Peer Planning and Critique." This class, which meets monthly in alternating locations

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A special project of The Center for the Improvement of Teaching of Japanese Language and Culture in High School

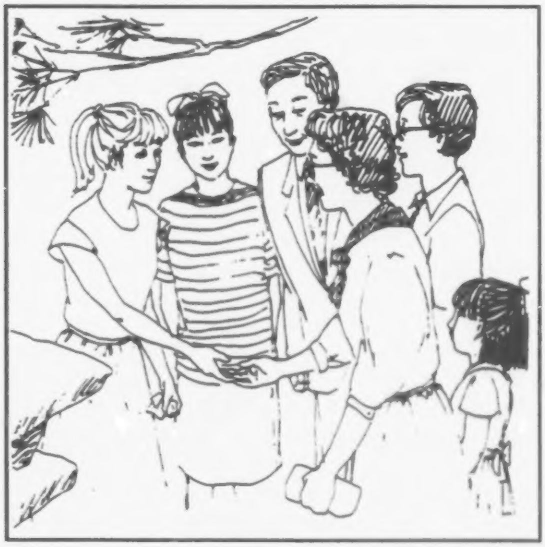
INTERMEDIATE READER FOR HIGH SCHOOL STUDENTS OF JAPANESE

A Homestay in Japan: "Nihon to no Deai"

by Caron Allen with Natsumi Watanabe

Written by two teachers of Japanese, ***A Homestay in Japan: Nihon to no Deai*** is an intermediate reader of Japanese designed especially for high school students. It tells the story of Amy, a sixteen-year-old American girl, and her experiences living with a Japanese family in Kobe for a year. Based on author Allen's own year abroad in Japan, the text is both entertaining and informative, and provides a real-life context in which natural Japanese expressions and new vocabulary can be introduced and understood.

Each of the twenty reading units contains a main text that introduces new words, structures, and cultural situations; an illustration of a scene from the story to prompt classroom discussions; exercises to aid in reading comprehension and cultural understanding; activities for the classroom; and brief culture notes that introduce aspects of Japanese life.



Amy meets her new Japanese family. One of twenty-one illustrations by Linda Duke in *A Homestay in Japan.*

Throughout the reading units, grammatical structures repeat and reinforce those already presented in most Japanese texts currently in use in high school classes through the third year. Over 400 written characters (*kanji*) are introduced, and all new vocabulary is defined at its first appearance. The book also includes songs and recipes and a complete glossary. The twenty-one full-page illustrations are by artist Linda Duke.

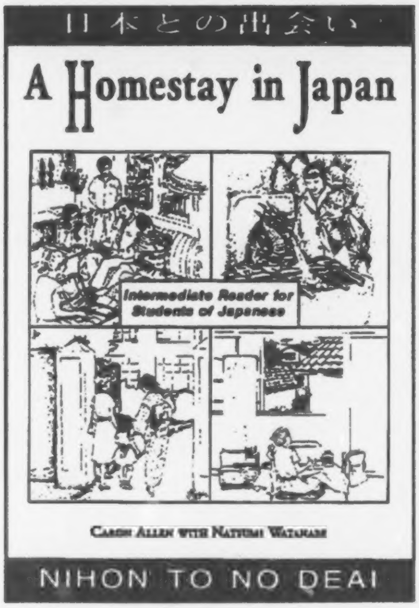
A teacher's guide at the beginning of the book contains suggestions for working with the text, over forty classroom activities, and a listing of resources available for teaching about Japan.

A Homestay in Japan was extensively field-tested in classrooms throughout the United States before it was put into book form. It was prepared under the auspices of the Center for Improvement of Teaching of Japanese Language and Culture in High School, part of the University High School of the University of Illinois at Urbana-Champaign.

With the acute shortage of appropriate Japanese-learning materials for high schools, and the increasing number of progressive secondary schools now offering Japanese to their students, publication of ***A Homestay in Japan*** has been eagerly awaited. The book is available in both paperbound and hardcover editions ($16.95 and $27.95, respectively).

Examination copies and volume discounts are available to schools and teachers. For ordering information, see the reverse of this flyer.

7" x 10", 204 pages, with teacher's guide
Includes 21 illustrations, Japanese-English glossary/index
ISBN 0-9628137-6-1, paper, $16.95
ISBN 1-880656-03-5, hard, $27.95


日本との出会い
A Homestay in Japan
Intermediate Reader for Students of Japanese
Caron Allen with Natsumi Watanabe
NIHON TO NO DEAI

• Examination Copies

• Purchasing Information

A Homestay in Japan *"Nihon to no Deai"*

by Caron Allen with Natsumi Watanabe

Schools and instructors of Japanese may examine *A Homestay in Japan* for 90 days with no obligation to purchase. Discounts are available for bulk purchase.

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- You have 90 days to examine the book. If you or your school orders at least 10 more copies of the book for classroom use, the invoice for the single examination copy will be waived.
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to enable participants from the three major education centers in Oregon to attend more conveniently, has been very successful. This year, the class is focusing on curriculum development for first-year Japanese programs. The wonderful exchange of ideas and anecdotal experience has helped us all. We have been working on assessment techniques and have scheduled guest speakers to discuss articulation among educational institutions. We have a core group of approximately 20 teachers, with others attending when they can.

Because of excellent feedback from teachers and students alike, we are planning the second "A Glimpse of Japan" for late February of 1993. The 1993 session will be followed the next day by a pedagogical workshop to develop proficiency oriented instructional skills. All Japanese teachers from Oregon and Washington are invited to attend this affordable workshop. For more information, contact Hitomi Tamura, West Linn High School, 5464 West A St. West Linn, OR 97068. 503/656-2618 ext 54.

...and in Washington

The Japan-America Society of the State of Washington will hold its 8th Annual Conference for Japanese Language Teachers on Saturday, February 6, 1993.

The Conference will be an all-day session with a keynote presentation in the morning and three to four hands-on workshops in the afternoon. Mr. Kenichi Ujie, Assistant Professor at Washington and Lee University, is invited as a special guest to present the teaching techniques and materials he has recently developed.

The Washington Association of Teachers of Japanese (WATJ) will take charge of coordinating the afternoon workshops.

The Conference will provide the participants with information about the current state of Japanese language education in the U.S. as well as about actual teaching materials useful in the classroom. There will also be plenty of time to meet informally with other teachers and learn from each other. The conference will be held in cooperation with the Consulate General of Japan of Seattle, East Asia Resource Center of the University of Washington and WATJ.

For more information, please contact Mikako Mori at the Japan-America Society of the State of Washington, 600 University St., Suite 2420, Seattle, WA 98101-3163. Tel: 206/623-7900 Fax: 206/343-7930.

REVIEWS

IKITEIRU NIHONGO
by Junko Lowry and Anne Morimoto
National Foreign Language Research Center, 1992
Textbook, $10; Teachers' Manual, $15
Available from NFLRC Publications, University of Hawaii, Webster 203, 2528 The Mall,
Honolulu, HI 96822 Tel: 808/956-8766

I have been teaching in our public schools for seventeen years and have been using *Ikiteiru Nihongo* for the past two years. At present, I teach at Kailua High, in Kailua, Hawaii. Our students taking Japanese come from diverse cultural, economic, and academic backgrounds. Japanese I is open to all students (academically talented, special education, etc.). The majority of the students want to learn Japanese for employment with tourist-related jobs. The upper level students' objectives are to prepare for college and placement tests.

My approach to teaching is very eclectic. I have always tried to meet the needs of my students by supplementing the text with as many ideas as I have time to plan and implement. But that was the problem. My materials were not organized, I didn't have enough time, and I couldn't find a text that met my needs and my students' needs.

I feel that *Ikiteiru Nihongo* has solved my problem. I no longer have to spend hours creating or looking for material to supplement my texts (especially for speaking and listening skills). Now that I have almost everything in one package, I find more time to teach.

Ikiteiru Nihongo is a comprehensive, activity-filled, meaningful, and communicative-based text. It goes well with my eclectic approach in that it, too, is eclectic (using TPR, Natural Approach, Community Language Learning, etc.) The text has both communicative activities and explicit grammar explanations. All four skills are almost equally addressed, which I had found lacking in most other texts. Many of the tasks are self-directed (open-ended), which contributes to student proficiency and motivation. Other activities in which students speak and write about themselves help me to become better acquainted with them (e.g. "Favorite Activities", p. 42). I further like the fact that the text takes into consideration the students' different learning styles.

Two years ago I team-taught four Japanese I classes. We used *Ikiteiru Nihongo* Vol. 1 in two of the classes and our standard text in the other two. By mid-year there was a distinct difference in the students' achievement and proficiency in all four skill areas as well as in their attitudes. Our *Ikiteiru Nihongo* students did markedly better and enjoyed the classes more. These students liked the personalization techniques, the easily understood grammar explanations. the cultural notes, the readability of the book, the variety of activities, and the relevant topics. These classes also became more student-student oriented and less teacher-student oriented.

We have run into a few problems while using this text. Because the text uses *romaji* until Chapter Seven, some of the slower students become dependent on *romaji* and have a difficult time with *hiragana*. Also, although all of the material is there for you to xerox, it still takes time to prepare card sets, etc. However, once you make them, you can re-use them the following years. We also have had difficulty managing oral testing, with our large classes. Some of the activities also seemed too easy for the students, but what I need to remember is that this text utilizes spiraling techniques.

The teacher's manual is a gem! It includes everything you can think of--additional activities, suggestions, more detailed explanations, additional cultural/grammar notes, suggestions for evaluation, etc. I found the procedure for peer evaluation and correction of writing assignments especially useful. It has been an invaluable resource for me.

I highly recommend using *Ikiteiru Nihongo* to teach students to become communicative in Japanese (in all four skill areas), and enjoy themselves while doing this. I would be happy to answer any questions you may have about my experience with using this text.

Lynette Fujimori
Kailua High School
Kailua, HI

NIHONGO KANTAN, VOLUMES 1 AND 2

Hisako Yoshiki and Kiyo Saka
Kenkusha, 1990, 2060 yen
Available through Kinokuniya and other Japanese bookstores.

Nihongo Kantan: Speak Japanese is a textbook in two volumes for students of Japanese who are still too young to use the books designed for university students or adults. Book 1 is intended for students with no prior knowledge of Japanese; Book 2 is written for students who have either finished Book 1 or have the prerequisite knowledge of Japanese language. *Hiragana* and *katakana* are introduced at the beginning of Book 1; *kanji* is introduced in Book 2. Both volumes are written in Japanese without any *romaji*. English is limited to grammatical explanations and directions for exercises. These two volumes are profusely illustrated with drawings, cartoons and charts. Each chapter of both volumes follows a set pattern: basic expressions, more expressions on the topic, grammatical explanations, practice, reading, *kanji* (Book 2 only), and communicative activities. At the end of the book, there is a list of vocabulary words accompanied by English equivalents and explanations.

The ultimate goal of these books is to enable students to develop communication skills, particularly oral proficiency, in Japanese. Reflecting this, chapters are organized around functions which are useful and necessary for communication. In each chapter, students are presented with linguistic structures related to these particular functions. A variety of exercises are provided so that students progress from easily practiced pattern drills to less structured activities such as role-play.

Both volumes contain a variety of exercises, most of them designed to practice speaking skills. Non-audio supplementary materials such as workbooks are not available. Not surprisingly, these books are somewhat insufficient for teaching *kanji*. Since the primary concern of these books is oral proficiency, it is completely left up to the teachers to decide whether or not to teach *kanji*. For this reason, *kanji* are used only in the reading sections in Book 2. If teachers place an equal emphasis on speaking, listening, reading, and writing skills, they need to develop additional exercises and activities to cover all the skills.

Currently the *Nihongo Kantan: Speak Japanese* series is used in Japanese 1 and 2 at University High School. Based on our own experience in using these books, these few weaknesses are not crucial. Even though we still need to develop additional exercises and activities for each class, it is easy to do so. Most important, it is also easy to develop lesson plans based on these textbooks.

Yukiko Oguchi
University High School
Urbana, IL

NEW RESOURCES

Easy Access to Reading Japanese: A Reading-for-Meaning Approach by Yukari Ohnishi, (Harcourt Brace Jovanovich Japan, 1991) is a book-and-cassette program designed to help beginning students develop reading skills through self-study. Book 1 provides 100 pages of reading material with a vocabulary of 300 words, using 130 *kanji*. The readings are humorous, contemporary stories with lively illustrations, encouraging readers to grasp the main ideas quickly and intuitively. Skill-building tasks and exercises are provided. There is commentary in English on the Japanese writing system, vocabulary, sentence patterns, and cultural elements. Book 2 continues with 80 pages of reading material with a vocabulary of 400 words using 200 *kanji*.

The Program Package for each book (the book and two 30-minute cassettes) is $48. Available through Kinokuniya Bookstores.

A BOOK LIST FROM JAPAN

Lavinia Downs, Head Librarian, and Noriko Matsumoto, Foreign Language Department Chair at The American School in Japan have compiled a list of Books in Japanese for language students. Ms. Downs writes:

"Two years ago Noriko Matsumoto and I started looking for Japanese language materials intended for the local Japanese market which would be of interest to high school students. As a librarian, I knew that some carefully selected children's books could be great fun for young adults to read, and hoped that the language would be simple enough so that beginning and intermediate students of the Japanese language could read them. We spent hours at the Tokyo Center for Children's Literature and poured over the books with the active help and interest of the Center librarians.

Mrs. Matsumoto selected the books and together we wrote the captions in English."

Books in Japanese for Language Students

Beginner = Basic vocabulary, simple sentences and written in *kana*.
Intermediate = Simple vocabulary, more advanced sentences, and very simple *kanji*.
Advanced = More advanced vocabulary with more *kanji*.

Beginner Level

Matsuoka, Kyoko KAERU GA MIERU (I CAN SEE THE FROG) Kogumasha, $10.95
The author collected words that sound like *kaeru* (frog), to make a rhythmical and delightful collection of sentences showing things a frog can do. Parts of this could be memorized and used as a brief choral piece before an audience that does not understand Japanese. Students acting out the frog roles would ensure that the audience had as much fun as the language students!

Saito, Tama AYATORI ITOTORI (STRING GAMES) Fukuinkan, $5.95
An activity book, showing the reader how to make "cat's cradle" types of string forms. The sixteen creations include a house, ladder, and broom. An excellent way to learn some new verbs!

Shapiro, Lolly HANTAI KOTOBA (ANTONYMS) Kaiseisha, $11.95
Words and their antonyms are used in simple sentences. Pictures help students memorize the words.

Tada, Hiroshi WANI GA WA NI NARU (ALLIGATOR BECOMES A CIRCLE) Kogumasha $8.95
A clever collection of sentences that are plays on words. Though students will need a little help from the teacher, the pictures help make the humor apparent. Good for building vocabulary.

Tanigawa, Shuntaro WATASHI (ME) Fukuinkan, $8.95
This book describes the relationships within a family: a bit more complicated in Japanese where there is no word for "brother," only "older brother" or "younger brother." Useful for developing basic vocabulary.

Beginning – Intermediate Levels

Kako, Satoshi KAWA (RIVER) Fukuinkan, $7.95
Detailed pictures illustrate the entire run of a river from its origins in the mountains, through the rice fields and towns to the ocean. Activities along the river are described in pictures and words. The sentence structure is very simple, but the vocabulary is more intermediate.

Tsujimura, Masuro ORIGAMI #1 (FOLDED PAPER VOL. 1) Fukuinkan, $5.95
If the teacher explains the basic verbs, even a beginner could follow the instructions. There are twenty-one items including a sparrow, a dog and a sailboat.

Intermediate Level

Kako, Satoshi ANATA NO IE, WATASHI NO IE (YOUR HOUSE, MY HOUSE) Fukuinkan, $7.95 (est.)
Very simple sentences and basic vocabulary make this useful as a vocabulary builder. Shows the functions of a house, the parts of a house and what happens in it.

Kako, Satoshi CHIKATETSU NO DEKIRU MADE (MAKING A SUBWAY) Fukuinkan, $13.00
Simple sentences and excellent illustrations show how subways are made. Pictures clearly show the meaning of some rather technical terms and the rest of the sentences are basic and useful.

Kano, Chiyeko 997 GO DE YOMERU NIHONGO (JAPANESE READING PRACTICE WITH 997 BASIC WORDS) Hokuseido Press, $22.50
Though this includes a grammar and glossary, we suggest the reader go straight to the end of the book where there are nineteen very short stories. A favorite is the one called "How to memorize telephone numbers". The idea is to change the sound of the number into a word. For example: "*Na ze go han*" literally means "why meal?" *Na* means 7, *ze* stands for 0, *go* means 5 and *han* stands for *hachi* or 8.

Matsui, Tadashi KOBU JIISAMA (THE OLD MAN WITH A LUMP) Fukuinkan, $7.95
Students may need help with dialect and onomatopoeic expressions that do not appear in dictionaries, but the sentences are simple, and there are few *kanji*. The story is about an old man who dances for an ogre. His lump is removed, but an evil old man gets an extra one! The English translation is now out of print.

Matsuoka, Kyoko IMA MUKASHI SAKERU KAERU NO MONOGATARI (A FROG WHO BECAME PROSPEROUS) Kogumasha, $10.95
Another humor-filled collection of "frog" and frog sound-alike words that would be good to memorize for a program. The illustrations help students to understand the meaning of the words.

Nagasaki, Gennosuke NAKIMUSHI YOCHIEN (CRYBABY KINDERGARTEN) Doshinsha, $17.95
This book shows what children do in the countryside: feeding animals, planting seeds, etc. Plenty of clear pictures help with the vocabulary. As conversation is included, a teacher's help will be needed. (Word order and endings change in informal speech, making it a little difficult to use a dictionary.)

Nakagawa, Rieko NAZO NAZO (RIDDLES) Fukuinkan, $19.95 for set.
Very simple riddles that provide useful vocabulary. For example: On the first floor, there are pajamas; on the second, underwear; on the third, trousers; and on the fourth, there are tiny rooms. What is it? Answer: A chest of drawers. I can imagine small groups of students having fun choosing riddles to use with their classmates.

Seta, Teiji KYO WA NAN NO HI? (WHAT DAY IS TODAY?) Fukuinkan, $11.95
A mother follows the notes left by her little daughter. At the end, the reader discovers what is so special about this day. Though there are no *kanji*, the vocabulary is intermediate level.

Wada, Makoto KOTOBA NO KOBAKO (LITTLE BOX OF WORDS) Subaru Shobo, $20.95
This book is full of word games, each page having a different one. Lots of rhythm, and lots of humor make this fun. Though some puns will be difficult to understand without the help of the teacher, this book is excellent for vocabulary building.

Advanced Level

Kudo, Naoko NOHARA UTA 1-3 (SONGS OF THE FIELD 1-3) Dowaya, $9.95

These are short poems. As some of the particles are not used, a few are a bit difficult to understand without a teacher's help. Students might want to memorize particular poems chosen by the teacher.

Matsumoto, Kyoko SORE HONTO? (IS IT TRUE?) Fukuinkan, $14.95

Each of the very short stories starts with a different character in the Japanese syllabary. Though the sentences are simple, the vocabulary is a bit difficult and will force students to use a dictionary. In general, the vocabulary is very useful, and the stories full of charm and humor.

ANNOUNCEMENTS

* Adventures in Real Communication offers students a two-week travel and homestay opportunity in Japan, March 22 - April 4, 1993. The $2500 fee includes roundtrip airfare to Japan, all transportation in Japan, hotels, meals, excursions, homestay supervision, insurance and student materials. Application should be made very soon. Contact Adventures in Real Communication, 4162 Giles Road, Chagrin Falls, OH 44022. Tel: 216/247-4214 or 1-800-637-5859. Fax: 216/247-1811.

* Colorful posters of the *hiragana* and *katakana* charts are available for $7.00 each from The Kiosk. Other items for Japanese teachers include ten vocabulary posters on various topics. Request a catalog from The Kiosk, 19223 De Havilland Dr., Saratoga, CA 95070. Tel: 408/996-0667, Fax: 408/966-1226.

* The East Asia Resource Center at Yale University is considered to have one of the best collections of K-12 audio-visual materials in the country. For a complete and annotated list of the films, videos, multi-media units and artifact kits available for loan, request *The East Asian Resource and Education Program at Yale: Catalogue of A.V. Materials, Resources and Organizations*. (1993, 200 pages). Available for $10 from Yale University, East Asian Resource and Education Program, Box 13A Yale Station, New Haven, CT 06520.

* "Advice to the Beginning Foreign Language Teacher" by Jim Becker and Lowell Hoeft (1990), is a four-page paper packed with practical advice on classroom management, teaching techniques, professional growth, student/teacher/parent relationships, etc. Not only for new teachers, but for the "old pros" as well. Available for $1.50 (checks only, no P.O.'s) from Modern Language Publications, Price Lab School, University of Northern Iowa, Cedar Falls, IA 50613.

* The College Board Achievement Test in Japanese will be available at participating high schools on Tuesday, April 27, 1993. For more information and sample questions, request a free copy of "Taking the Achievement Tests, 1992-93; The Official Guide to the College Board Achievement Tests" from College Board ATP, P.O. Box 6200, Princeton, NJ 08541-6200 609/771-7600.

* The Southern Conference on Language Teaching (SCOLT) will hold a joint conference with The Foreign Language Association of Georgia (FLAG) in Atlanta, February 11-13, 1993. The program includes a session on "Introducing Chinese and Japanese Culture through Visual Activities", to be presented by Maki Hampstead, Shih Yeh and Sue W. Hsu. For more information and a registration form, contact SCOLT/FLAG Joint Conference, Valdosta State College, Valdosta, GA 31698. 912/333-7358.

BEFORE YOU HEAD FOR THE COPY MACHINE...

We are aware that here and there copies of our Newsletter and list of Resources are being made available to non–subscribers on a regular basis. While we are pleased that there is interest in the publications, in several ways this practice hurts our ongoing ability to produce them. First, it means fewer paying subscribers, and second, it means we have greater difficulty in accurately communicating to funding agencies the degree of interest in the Network and in our publications. Foundations want to know how many paying subscribers we have.

For networking purposes, we regret not having the names of all of our readers. We refer frequently to the subscription forms sent in to us for the names of your schools or institutions and what level of Japanese you teach or in what other way you are connected to Japanese language education.

Our October issues are sent, free of charge, not only to current subscribers but to all Japanese language programs that we know about. The issue includes a subscription form. Please do copy this form, send it in, and pass it around to help us boost our list of subscribers!

Thank you for your cooperation and support.

Barbara Shenk, Editor
Carol Bond, Director

CONTRIBUTE EARLY, CONTRIBUTE OFTEN

Please send in articles and announcements for the December Newsletter by January 25, 1993.

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The Newsletter of the Japanese Language Teachers Network is published four times each year in December, February, May and October. Our publication year begins with the December issue, but new subscribers are welcome at any time. In addition a list of Resources for Teachers of High School Japanese is published in March–April. The subscription fee is $17.00 for the five publications. for more information, or to subscribe, contact Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Avenue, Urbana, IL 61801. 217/244–4808. FAX: 217/244–4948.

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日本語教師ネットワーク

Newsletter of the
Japanese Language Teachers Network

Vol. 8 No. 2 February 1993

A MESSAGE TO THOSE ON THE FRONT LINES

High school teaching is not for the faint of heart. We may teach five or six academic classes a day, as well as supervise a study hall or lunchroom, hold conferences with parents, plan field trips, attend meetings, chaperone dances and sponsor clubs. We teach youngsters who are enthralled with adolescence, TV, video games, cars, sports, and each other. They don't always do their homework. They don't tolerate long stretches of drill. Excelling in school may not be their top priority; and if they put their mind to it, they can make life very difficult for their teachers.

On the other hand, our young students are energetic, relatively uninhibited, willing to take risks, and are likely to "have fun" with language learning. Because we see them every day for an entire year, we know their interests, their strengths and their weaknesses. They come to us for help and they know that we will call their parents if they are in trouble!

At the heart of all of this is our determination to teach our students how to communicate in another language. It goes without saying that in order to accomplish this goal, teachers must themselves be proficient in the language. However,at the high school level, proficiency in the language is not enough. Teachers also need a repertoire of classroom activities and teaching strategies appropriate for young language learners; an understanding of the learning process; familiarity with the American high school environment; realistic expectations regarding curriculum and student behavior; and an arsenal of effective classroom management techniques. The classroom situation can be overwhelming for the teacher who is inadequately prepared in any of these areas. And yet, many Japanese teachers have not had the benefit of formal training as language teachers. As a matter of fact, there are only a handful of teacher-training programs leading to certification in Japanese. From Alaska to Florida, teachers are doing their best to learn "on the job."

Teachers also need a variety of teaching materials that reflect their classroom objectives. At the high school level, "language teaching materials" typically include not only textbooks, but maps, conversation cards, posters, audio cassettes, computer software, video tapes, games, readers and workbooks. I need not tell you how scarce some of these items are in Japanese. Because of this, all teachers everywhere--despite how busy they are--are having to develop their own supplementary materials.

It is important to us as high school teachers that our students succeed--not just because we want them to, which we do, but because if they drop by the wayside and our enrollments fall, our language program (and our job) may be in jeopardy.

With all these problems, why does anyone bother? Perhaps there is, after all, no point in beginning the study of Japanese in high school. Maybe it is better to wait until the students mature and go to college, where the rigorous selection process and the fast pace quickly weed out the unmotivated and the less able.

On the contrary, it is precisely because so many years of study are required to achieve proficiency in Japanese that beginning in high school offers a tremendous advantage to the student. In high school, we have four years of contact time to "cover" what must be packed into a few semesters of college work. There is time for a multifaceted approach that can incorporate aspects of culture, as well as ample opportunity for language practice. There is time to play with the language, to explore and create in a less formal atmosphere. Even the student who has no plans to go on to college has much to gain as a citizen of the global community by studying a foreign language in high school.

And finally, thousands of American high school students are taking the first steps toward learning to speak, read and write in Japanese and are enjoying themselves in the process.

Carol Bond
Director, CITJ

A LETTER FROM HAWAII

Greetings from the state to the south!

Punahou School is a private school which recently celebrated its 150th birthday. Recognized throughout the United States as a high ranking college preparatory school, it currently enrolls 3500 students in kindergarten through high school. The Japanese program employs eight full-time and two part-time Japanese language teachers and has 850 students enrolled (250 in Junior High, 600 in High School) in levels 1 through 5.

As there are so few teaching materials appropriate to junior high and high school levels, we have been working with the students to seek out topics of interest to their age levels and create textbooks around them. We believe that students will be motivated to learn to speak about these topics in Japanese. We have been working on this project now for five years and have completed texts for levels 1 and 2, with level 3 now in progress. We plan to finish through level 5 within the next several years.

The distinctive features of the textbooks include the following:

1. The language is suitable for students.
2. Grammatical explanations are appropriate to junior high and high school levels.
3. *Kanji* is incorporated from the beginning using pictures, simple explanations, and drills.

4. Topics are geared to student interests.
5. Worksheets, language lab tapes, and OHP transparencies illustrating vocabulary, grammar, dialogues and stories accompany the text.

For more information contact Hiroko Vink-Kazama, Japanese Textbook Project Team, Punahou School, 1601 Punahou Street, Honolulu HI 96822 808/944-5711

TEACHING RELATIVE CLAUSES

"Really, Japanese is very simple, even simpler than English." This is what I often tell my (usually) guffawing students. A good time to remind them of this is when we talk about relative clauses, which are just elaborate adjectives. Students generally feel very comfortable using adjectives, so they can cross this bridge to more complex descriptions.

First, I provide students with a diagram with *inu* at the center. (Depending on your preferences, you can choose words that will exercise the students' *kanji* or *katakana* reading abilities.) Attached to the *inu* by tethers, are blocks containing the following: *ōkī, kuroi, rajio-o kiku, gakkō-e iku,* and *shukudai-o taberu*. The task is for students to express four descriptions of this dog, given the example *Inu-wa ōkī inu-desu*.

The next step is for the students to describe themselves as students. In the center of their papers, they write *gakusei*. On the blackboard, I tether the first description off to the side: *Nihongo-o benkyo suru*. Students fill out from three to five additional descriptions. Students then express their descriptions using the relative clauses they have set up, either to the class as a whole or in pairs. (*Watashi-wa Gāsu Burukkusu-no CD-o kiku gakusei-desu.*) Finally, students write their descriptions.

To reinforce the concept and extend it to include the negative, students are asked to tether descriptions of things they do and do not do as Americans to the central image of *Amerikajin*. Students express these in sentence form. (*Boku-wa bīru-o nomanai Amerikajin-desu.*)

As a final exercise, students can do translations ("My friend likes basketball. She is a person who plays basketball everyday.") Another option is to have students describe selected pictures, using relative clauses and recently acquired vocabulary.

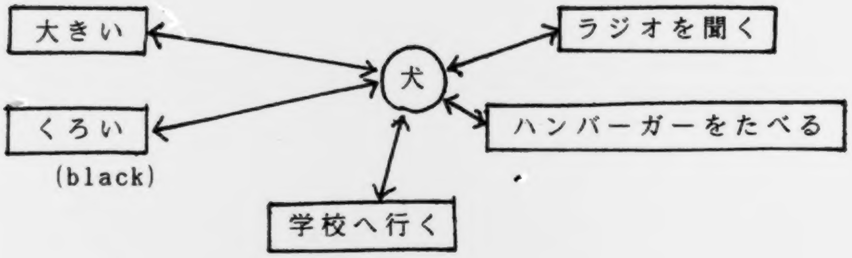
Depending on how you sequence your curriculum, it could be helpful to do a brush-up on positive and negative dictionary forms before this exercise. After some work, students seem fairly comfortable communicating with this higher level of complexity, although they still won't admit that Japanese can be simpler than English!

Kim K. Roberts
Redmond High School, Redmond WA
Juanita High School, Kirkland WA

RELATIVE CLAUSE WORKSHEET

名前 ____________________

I.

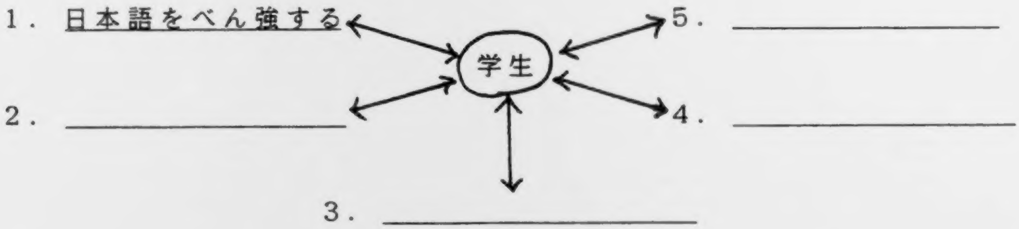

大きい
くろい
(black)
犬
ラジオを聞く
ハンバーガーをたべる
学校へ行く

All of these ☐ phrases describe the dog (犬).

Write descriptive sentences, using relative clauses.

1. 犬は大きい犬です。(The dog is a big dog.)
2.
3.
4.
5.

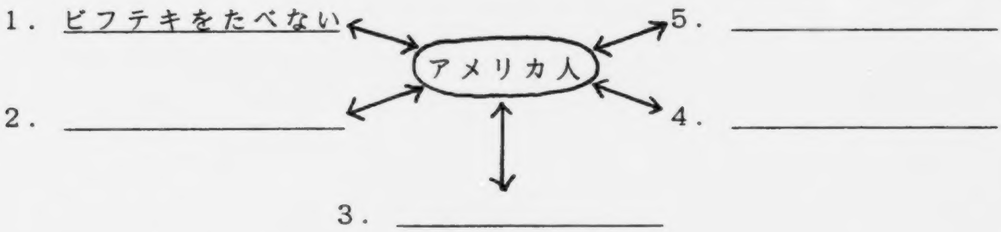
II. Write in phrases that describe you as a student.


1. 日本語をべん強する
2. ____________
3. ____________
4. ____________
5. ____________
学生

Now put the above diagram in sentence form.

1. わたしは日本語をべん強する学生です。
2.
3.
4.
5.

Ⅲ. Write in descriptive phrases of things you do and do not do as an American.



1. ビフテキをたべない

2. ____________________

3. ____________________

4. ____________________

5. ____________________

Put in sentence form and translate.

1. わたしはビフテキをたべないアメリカ人です。
   I am an american who doesn't eat steak.
2.
3.
4.
5.

Ⅳ. Translate into Japanese.

1. Our school is small. Our school is a place we go everyday.
2. My father was very busy. He was a station worker who sells tickets.

TEACHER TO TEACHER

Tapping the Ideas of Students, Our Resident Game Masters

Quite often, in the cycle of planning and teaching, I experience a loss of creativity. It happened at the end of a unit last week. During a review session prior to a quiz in my first year class, the need for further review of recently learned *kanji* became very apparent. Was I going to do this the same old way? As the period came to a close, I asked the class, "Does anyone have a bright idea for how to review *kanji*?" One boy's hand shot up. "*Kanji* bingo," he said. "All you have to do is play bingo with *kanji* instead of numbers!"

After class, the student stopped at my desk to quickly elaborate on his idea. As I walked back to my office, I remembered that student ideas had been the source of several games that my class currently plays, including *Kotae Rire*, which I described in the October Newsletter. There had been others, as well. How could I have overlooked this natural resource in the classroom!

When I got back to the office, I asked my colleagues who teach other languages about their experiences in using student ideas. One teacher regularly gives students the opportunity to develop game ideas as an elective project at a certain point in the year. Another teacher provides vocabulary items, and asks students to think of new ways to review them. Everyone agreed that students always manage to come up with creative ideas, although not all are practical. Oftentimes however, the student idea creates the spark that leads to a usable activity. According to these teachers, adaptation is the key.

This was also true for my student's bingo idea. Although I didn't use the idea exactly as he had described it, he did get me to consider an old subject in a new way. My adaptation of the student's idea for *Kanji* Bingo appears below. (My class has named this game "Arvan," after its inventor.)

Kanji Bingo

First, prepare blank *kanji* bingo cards. Draw a 5 x 5 grid on 8 1/2 x 11" paper. The boxes should be large enough to accommodate *kanji* words including *okurigana*. The box in the center of the grid is used as a free space (フリー スペース). A 5 x 5 grid, minus the free space, will provide space for 24 *kanji* words. Make copies of this grid sheet so you will have plenty to distribute in class.

Next, identify a pool of between 24 and 35 *kanji* that you intend to use in a particular game of *kanji* bingo. Among these, designate 10 or 12 "high priority" *kanji* that you especially want to review with your students. Prepare *karuta* size cards for each of the *kanji* words to be used.

In class, distribute the grid sheets. Instruct the students to write the high priority *kanji* into any of the 24 empty spaces in the grid. Then, students should fill the rest of the spaces with any of the remaining pool *kanji*. This method assures that every bingo card will be different. Distribute about 20 beans, one-yen coins, or other small objects to each student. Shuffle the deck of *kanji* cards and place it face down.

WHAT'S NEW?

Each spring we send our subscribers an updated list of Resources for Teachers of High School Japanese. This is a listing of materials recommended by Japanese language teachers which, of course, means you! Please fill out the forms below with information on material you would like to recommend to other teachers. Information on new materials is particularly welcome. If you have more than two items to recommend, use additional paper or copy these forms. Please return them by March 8, 1993 to Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Avenue, Urbana, Illnois 61801. Thank you for your help!

Title: ______________________________

Author/Publisher: ______________________________

Date of Publication: ______________ Number of Pages: ________ Price: __________

Description/Comments: ______________________________

____

____

Supplementary or related materials, if any: ______________________________

____

Available from: ______________________________

* * * * * * * * * * *

Title: ______________________________

Author/Publisher: ______________________________

Date of Publication: ______________ Number of Pages: ________ Price: __________

Description/Comments: ______________________________

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Supplementary or related materials, if any: ______________________________

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Available from: ______________________________

* * * * * * * * * * *

Your Name: ______________________________

School or Organization: ______________________________

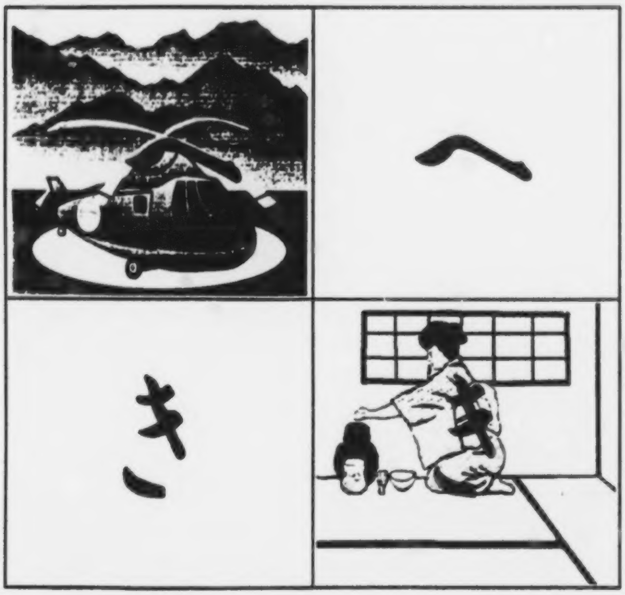
A special project of the
Center for the Improvement
of Teaching of Japanese
Language and Culture in
High School

First place winner of the 1990 American Film and Video Festival, "Language Arts: Foreign Language" category...

HIRAGANA

A 30-minute video tape designed to introduce HIRAGANA to beginning students through the use of calligraphy, sound, and mnemonic devices.

- Seeing each hiragana as it is written in calligraphy will help students learn proper brush stroke order and appreciate the beauty and grace of written Japanese.
- Hearing the hiragana pronounced as they see it written will help students learn correct pronunciation.
- Seeing brightly colored and fully-rendered pictures of familiar objects will help students associate the sound of the hiragana with its shape.



How does the video work?

When *ku* is introduced, for example, students first see a close-up of *ku* being written in calligraphy and they hear it pronounced correctly. The completed hiragana is seen for a moment as it is pronounced once again. A colorful cuckoo clock fades onto the screen as the *ku* fades out. *Ku* then reappears in proper stoke order as the hands of the cuckoo clock, and students hear the narrator say "Ku. Cuckoo clock. Ku."

Other mnemonic images used in the video include helicopter (*he*), kimono (*ki*), motorcycle (*mo*), unicorn (*yu*), soccer (*sa*), and eagle (*i*). A hiragana chart is shown after every five syllables to provide a sense of context and progress.

The video is intended to be used in short segments from the first day that students are introduced to hiragana. Although the video was designed for high school students, it may also be appropriate for middle school, junior high, and college students.

We are pleased to offer "HIRAGANA" for purchase at a modest cost to individuals and institutions. Tapes are not available for preview and they may not be duplicated without express written permission from the Center for Improvement of Teaching of Japanese Language and Culture in High School.

"HIRAGANA" was produced by the Center for Improvement of Teaching of Japanese Language and Culture in High School in collaboration with the Office of Instructional Resources of the University of Illinois. The Center is grateful to the U.S. Department of Education and to the University of Illinois for funding the production of "HIRAGANA" and to the staff of OIR for their creative and professional assistance.

ORDER FORM
FOR
HIRAGANA

A video cassette for learning hiragana through calligraphy and mnemonics. Produced by the Center for Improvement of Teaching of Japanese Language and Culture in High School with funding provided by The U.S. Department of Education.

Please ship to: NAME:

ADDRESS:

Quantity				Amount
	VHS	@	$25.95 each	
	BETA I	@	$25.95 each	
	BETA II	@	$25.95 each	
	U-Matic	@	$35.95 each	

Prices include the cost of shipping and handling.

Illinois residents please add 6.25% sales tax
or
provide tax exemption number:

TOTAL

Method of Payment:

☐ Check or Money Order enclosed for $

☐ Purchase order number:

Please make checks payable to the University of Illinois. Send orders to Randy Musselman, University High School, 1212 West Springfield Avenue, Urbana, IL 61801.

To play, the teacher or a student picks a *kanji* card and reads it aloud. Play progresses much like in a conventional bingo game. Students scan their cards and cover the space containing that *kanji*. The first student who has five–in–a–row shouts, "ビンゴー！" The student must then correctly read aloud those five *kanji*. The game moves very quickly and can be played again and again.

The purpose of *kanji* bingo is to enhance recognition skills, but it also provides reading and writing practice. Japanese usage during play can be adapted to the ability level of the students. Many variations of this game are possible, depending on classroom circumstances and learning needs. A simple variation is for the student who gets the first "bingo" to rotate into the job of caller. Students are very good at developing rules for game variations, and they take pride in seeing their ideas come to life in the classroom.

Chris Thompson
University High School
Urbana, IL

TEACHING EXPRESSIONS OF COMPARISON THROUGH TV COMMERCIALS

Creating with language is a necessary aspect of proficiency–based language learning. Teachers can encourage students to express their own ideas in a meaningful context while at the same time they are learning to use new grammatical structures.

Using TV commercials as the "meaningful context," I tried the following activity in my Japanese II class to practice expressions of comparison:

Aのほうが Bより ___ です。 Aがいちばん ___ です。

Step 1: Students watch a videotape of seven or eight authentic Japanese TV commercials. The video I used was taped for me by a friend in Japan. Students are asked to answer the following questions as they watch the commercials:

- どのコマーシャルがいちばん好きですか。 どうしてですか。
- アメリカのコマーシャルと日本のコマーシャルとどうちがいますか。
- アメリカのコマーシャルと日本のコマーシャルとどっちのほうが好きですか。どうしてですか。

After watching the commercials, the class works in groups of three or four students to discuss the questions and prepare a brief report.

Step 2: During class, each student writes a script for his/her own original commercial. (I first demonstrated a commercial of my own to be used as a model.) The student's script must have at least seven lines and include expressions of comparison. The teacher monitors the work and is available for questions and help. Students may finish the script at home if necessary. The teacher corrects the scripts and returns them to the students. Here is an example from one of my students:

バイトミン田中（えいよう）

バイトミン田中はおいしいです。バイト
ミン田中のほうがリポビタンDよりやすい
です。バイトミン田中がいちばんえいよう
があります。バイトミン田中の中にかんぽ
うやくがあります。ウルトラマンがバイト
ミン田中を飲みます。ウルトラマンはバイ
トミン田中がすきです。治療（ちりょう）一発！

Step 3: The students present their commercials, which are videotaped for later viewing. They may use props or costumes if they wish. The presenter must first write vocabulary words which are unfamiliar to other students on the board, along with English translations. Students and teacher evaluate the presentations on originality, clarity, persuasiveness, volume, eye contact, and body language. The teacher also grades the quality of the Japanese.

Step 4: At a later time, the teacher shows the entire videotape to the class.

Overall, this activity was quite successful and many of the commercials were quite humorous. My students beg to see the videotape whenever there is extra time at the end of class.

Yukiko Oguchi
University High School
Urbana, IL

NEW RESOURCES

Japanese Through Songs by Noyuri Ishida Soderland is a collection of 50 Japanese songs, each written in *hiragana*, *katakana*, *romaji* and with English translations. The songs are accompanied by culture notes, activities and games, and notes on vocabulary and grammar. The appendix includes 70 action verbs with particles for Total Physical Response activities, 15 word games, hiragana pictures and charts, and a round-the-year schedule for using the songs. The songs are recorded professionally on two 30-minute cassette tapes. Text and two tapes, $18. Contact Logos School of Languages Publishing, 46 Arnold Road, Pelham, MA 01002, 413/253-2169.

Japanese Curriculum: Parts I and II have been developed by the Foreign Language in Elementary and Middle Schools (FLEAMS) Project at the University of Denver. The units stress the listening comprehension skill through Total Physical Response (TRP) activities, and are structured so that students will progress in expressive skills from one word utterances to complete sentences. Previously developed for French, Spanish and German. Each part, $25. Contact Dr. Eleanor R. Hoffman, FLEAMS Project Director, Department of Foreign Languages and Literatures, University of Denver, University Park, Denver, CO 80208, 303/871-2185.

Internationalizing the US Classroom: Japan as a Model, Edited by Linda S. Wojtan and Donald Spence. A publication of the National Precollegiate Japan Projects Network, this is a collection of articles by sixteen different writers on the topics of Teacher Training, Curriculum Design and Enhancement, and Exchange. Includes articles on "Developing Precollegiate Japanese Language Programs", "Creating a Japanese Teaching Resource Center", "Summer Institutes in the United States", and "Effective

Study Tours: Predeparture, On-Site and Follow-Through Activities." $10 per copy plus $2 shipping and handling. Available from ERIC/CHESS, 2805 E. 10th ST. #120, Bloomington IN 47408, 812/855-3838.

Modern Japan: An Idea Book for K-12 Teachers, Edited by Mary Hammond Bernson and Betsy Goolian. A newly revised, popular activity book. $6.00 plus $2 shipping and handling. Available from Publications Manager, Social Studies Development Center, Indiana University, 2805 E. 10th ST. Suite 120, Bloomington IN 47405, 812/855-3838.

SUMMER PROGRAMS FOR TEACHERS

Exchange: Japan offers a nine-week intensive professional training program under the direction of Dr. Eleanor H. Jorden on the teaching of Japanese as a foreign language. The program of approximately 28 class hours/week places emphasis on actual practice teaching of American students enrolled in first and second year Japanese courses, with demonstration sessions videotaped, reviewed and critiqued. The course is June 11-August 14, 1993. Applicants must be proficient in both Japanese and English. Deadline for application is April 16. For further information contact: Exchange: Japan, P.O. Box 1166, Ann Arbor, MI 48016. Tel: 313/665-1820; Fax: 313/665-5229.

Columbia University's Department of East Asian Languages and Cultures is accepting applications for the 1993 Summer Institute in Japanese Language Pedagogy, under the direction of Professor Seiichi Makino together with Professors Akira Miura, Wesley Jacobsen and Osamu Kamada. Applicants may choose one of two intensive courses of instruction: on methods of teaching elementary Japanese, or on the teaching of intermediate and advanced levels of Japanese. The four week institute will run from July 6 through July 30, 1993, and offers four graduate credits. Native speakers of either Japanese or English may enroll, however, advanced proficiency in both languages is required. The Application deadline is March 31, 1993. For information and application materials please contact Keiko Chevray, Director, Japanese Language Program, 407 Kent Hall, Columbia University, New York, NY 10027, or call 212/854-5500.

PROGRAMS FOR STUDENTS

The Critical Languages and Area Studies Consortium (CLASC) is again offering a three phase Language and Culture Institute in Japanese for high school juniors and seniors. Students who successfully complete all three of the following phases are awarded six college credits:

Phase I Six-weeks Summer Enrichment Program in New England, 1993
Phase II Independent Study and Audioconferencing during the Academic Year, 93-94
Phase III Six-weeks Intensive Summer Abroad Program in Japan, 1994

For more information contact Marcia Vallee, Program Officer, CLASC, World Learning Inc., Kipling Road, P.O. Box 676, Brattleboro, VT 05302, Tel: 800/GO CLASC or 802/258-3129, Fax: 802/258-3131.

Concordia Language Villages is offering eight Japanese language immersion sessions at Mori-no-Ike for the summer of 1993. There will be a one-week session for children as young as seven years old, five two-week sessions for ages 8-18 and two four-week high school credit sessions. Costs range from $305 to $1410 per session. For more information contact Concordia Language Villages, 901 South Eighth Street, Moorhead, MN 56562, 800/247-1044 (inside Minnesota) or 800/222-4750 (outside Minnesota).

American Field Service (AFS) Intercultural Programs offers teenagers a choice of three programs in Japan: a year homestay (March through February), a summer homestay, and a summer homestay with language study. For more information, contact AFS Intercultural Programs, 313 East 43rd Street, New York, NY 10017, 800/AFS-INFO.

NORTHEAST TEACHERS LAUNCH NEASTJ

More than 80 enthusiastic participants met at the United Nations International School in Manhattan to launch the Northeast Association of Secondary Teachers of Japanese (NEASTJ) on November 7, 1992, according to the Association President, Kazuo Tsuda. Speakers at the meeting included Dr. Hiroshi Miyaji of Middlebury College, Dr. Jane Barley of the State Education Department, Motoi Okubo of the Japanese Consulate in New York, and Leslie Birkland of Lake Washington High School in Washington state. Ms. Birkland presented the new association with an anthology of lesson plans and activities compiled by teachers of the Washington Association of Teachers of Japanese (WATJ).

NEASTJ has already sent out its first newsletter, and is planning monthly study group meetings on such topics as classroom management, learning from the WATJ anthology, teaching particles, etc. The organization's next workshop is scheduled for April17. For more information, contact Kazuo Tsuda, President, NEASTJ, United Nations International School, 23-50 FDR Drive, New York, NY 10010.

SCHOOLS IN JAPAN REQUEST ASSISTANCE

If you have a proficiency-based curriculum, you may be able to be of assistance to teachers at international schools in Japan. Yuriko Kite, Japanese teacher at the Canadian Academy in Kobe and Director of the JCIS Japanese Language Project is seeking sample proficiency-based curriculum models, guidelines, and syllabi (K-12). If you have any items that you would be willing to share with these teachers, please send these as soon as possible to Yuriko Kite, Canadian Academy, Koyo-cho Naka 4-chome, Higashinada-ku, Kobe, 658 Japan. JCIS will reimburse you for the cost of duplicating and mailing the materials.

EMPLOYMENT OPPORTUNITIES

* Fairfax County Public Schools seeks bilingual elementary teachers for its partial-immersion program. Required qualifications for teachers include an elementary education degree, fluency in Japanese and a knowledge of immersion teaching techniques. Full-time and part-time positions are available. Contact Martha Abbott or Sari Kaye, Lacey Center, 3705 Crest Drive, Annandale, VA 22003, 703/698-7500.

* Thomas More High School, Milwaukee, WI seeks a certified Japanese teacher for a part-time position (two or three classes) for the 1993-94 school year. Send letter of application and resume to Thomas R. Knitter, Principal, Thomas More High School, 2601 E. Morgan Ave., Milwaukee WI 53207.

* Norfolk Public Schools is looking for a full-time Japanese teacher to teach Japanese I, II and III in high school. Send brief letter and resume with phone number or call Ann Rolbin, Foreign Language Office, Norfolk Public Schools, 800 East City Hall Ave., Norfolk, VA 23510, 804/441-2381.

EMPLOYMENT SOUGHT

* Rebecca E. Payne seeks a position teaching Japanese language and/or history and culture in a secondary school. Ms. Payne is currently enrolled in the Master of Arts Program in East Asian Studies at the University of Pittsburgh. She holds a B.A. in Japanese studies with honors from Bates College in Lewiston, Maine, and has studied at International Christian University in Tokyo and Tohoku University in Sendai, Japan. Contact Rebecca E. Payne, 490 South Highland Avenue, Apartment 504, Pittsburgh, PA 15206, 412/362-2604.

* Darlene Watson seeks employment at a high school or college in the New York/New Jersey area to teach Japanese and/or English. Ms. Watson holds a Bachelor's degree in English and a Master's degree in Education. She has four years of teaching experience and has valuable experience in setting up a Japanese Language & Culture program. She will be available to teach beginning September 1993. Contact Darlene Watson, P.O. Box 6522, Malibu, CA 90264.

UPCOMING REGIONAL CONFERENCES ON LANGUAGE TEACHING

March 25-28 **Central States Conference on the Teaching of Foreign Languages**; Des Moines, IA. Contact Jody Thrush, Madison Area Technical College, 3440 Anderson Avenue, Madison, WI 53704, 608/246-6573.

April 1-3 **Southwest Conference on Language Teaching (SWCOLT) Tenth Annual Meeting**; Tempe, AZ. Contact Joann K. Pompa, SWCOLT, Mount Pointe High School, 4201 E. Knox Road, Phoenix, AZ 85044, 602/838-3200.

April 15-18 **Northeast Conference on the Teaching of Foreign Languages**; New York, NY. Contact Northeast Conference, 200 Twin Oaks Terrace, Middlebury, VT 05753, 802/863-9939.

ANNOUNCEMENTS

* T-shirts with an attractive Japanese flag design and the words "Japanese Teachers Have Character" or "Japanese Students Have Character" are for sale from the Association of Teachers of Japanese in Oregon. The 100% cotton shirts are black with red and white design. Youth sizes, 10-12 and 14-16 are $10.00, adult sizes M, X and XL are $12.00 and adult size XXL is $14.00. Add $2 per shirt for shipping. Order from Susan Tanabe, 520 Waldo Ave SE, Salem, OR 97302, 503/364-0749.

* Applause Learning Resources offers a number of new resources for teaching Japanese, including such titles as *Konnichiwa Japan; Count Your Way Through Japan*; *Teach Me More Japanese*; and *Let's Learn Japanese Picture Dictionary*. Request a catalog from Applause Learning Resources, 85-B Fernwood Lane, Roslyn, NY 11576-1431, Tel: 800/253-5351 or 516/365-1259, Fax: 516/365-7484.

"SECOND NOTICE" FOR ELEMENTARY SCHOOL TEACHERS

In our December 1992 issue we requested information about elementary school Japanese programs so that we could begin to facilitate networking among teachers. So far, we have heard from schools in Maryland, Virginia, Wisconsin, Missouri, Osaka and Tokyo. However, we know that there are more of you out there! Please send us information about your program ASAP!

We encourage you to take this simple first step so that you can begin to make connections with other teachers in your field.

CORRECTION

The December 1992 issue of the JLTN Newsletter was mistakenly labeled as Vol. 8 No. 2. It should have been Vol. 8 No. 1. We apologize for the error.

The Newsletter of the Japanese Language Teachers Network is published four times each year in December; February, May and October. Our publication year begins with the December issue, but new subscribers are welcome at any time. In addition a list of Resources for Teachers of High School Japanese is published in March-April. The subscription fee is $17.00 for the five publications. for more information, or to subscribe, contact Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Avenue, Urbana, IL 61801. 217/244-4808. FAX: 217/244-4948.

The Newsletter of the Japanese Language Teachers Network is a publication of the Center for Improvement of Teaching Japanese Language and Culture in High School.

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University High School
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日本語教師ネットワーク

Newsletter of the Japanese Language Teachers Network

Vol. 8 No. 3 May 1993

THE SIMPLE THINGS:

"Low-Tech" in the Classroom

I have always been a strong believer in the motto, "It's the simple things that count." In keeping with this, my most cherished teaching aid--the one that has over the years been the most consistently effective--is not a computer, not a VCR, or any of the other technological wonders that have revolutionized language teaching in the past decade. It is a figurine of a purple cow that I purchased for $2.00 many years ago at a roadside souvenir shop somewhere in middle America. A rose in her mouth, a Mona Lisa smile on her lips, and her head bobbing goofily from side to side, this contented animal has been the beloved mascot of generations of my French classes.

A classroom mascot such as my purple cow, or perhaps a mischievous-looking Kewpie doll in a Japanese classroom, offers unlimited opportunities for communication. (I say "unlimited" because with some overeager classes I have actually had to impose a limit of one "purple cow comment" per class period.) For example, students invent a personality for her: "She isn't selfish; she is sometimes lazy and she's a little shy." They like to tell stories about her, work her into their skits and conversations, and create an imaginary life for her: "She often has dinner with the teacher. She likes vegetables, but she does not like hamburger!"

Even the shyest students become involved in a purple cow activity. The presence of a classroom mascot inspires the kind of spontaneous and creative use of the language that is the ultimate goal of all foreign language programs.

In much the same way, a butterfly that flies into our classroom on a warm Spring day can provide a wonderful, simple opportunity for spontaneous communication. It is well worth digressing from the lesson plan to take advantage of this unexpected visitor. (Our students will watch it anyway, so why try to compete with a butterfly?): What's his name? Where is he going? Where is his family? Why did he come to our class?

Next to my purple cow, I value the enormous collection of large, colorful pictures that I have clipped from magazines over many, many years of teaching. The pictures include a great variety of everyday scenes of people doing things. There are "portraits" of people of all ages and races and physical characteristics. There are animals, foods, sports and locations. They illustrate all kinds of weather, seasons, times of day, and items of clothing. Occasionally, whimsical or slightly bizarre pictures turn up by chance, and these are my special treasures: a handsome young man sharing a birthday cake with a gorilla; Abraham

Lincoln wearing sunglasses; a serious group of musicians giving a concert in a chicken coop; a penguin dining in a fancy restaurant.

Most of the pictures were originally advertisements, but I have trimmed off all the words. The pictures have been glued onto brightly colored construction paper. (One of these days, I should laminate them, but for now, they remain in their low-tech state!)

The picture cards are completely portable; they require no extension cords or instruction manual; they can't malfunction. No artistic ability is needed to make them. They are flexible: They can be used by individuals, small groups, or pairs of students. The picture cards are useful to teach new vocabulary and they also provide a stimulus for writing and conversation. Students can list the objects they can name, describe the picture, ask and answer questions. The pictures can be used in games and in role plays: What are these people in the picture saying to each other? Or, to give advice or to invent a story or to tell what happens next.

If you don't already have a picture collection, start to build one today. All it takes is scissors, glue, construction paper, and a huge pile of old magazines, donated by all your friends and relatives. Ask your school librarian to save discarded issues for you. (Don't overlook *Sports Illustrated* and *Motor Trend*. You need all kinds of pictures!) You can enlist the help of your family members, or of your class on a Friday afternoon. Or, invite other foreign language teachers in your school to join with you in a project that will benefit your whole department.

One of my colleagues tells me that I can run my pictures through a scanner; save them on a disk as a graphics file; and use an authoring program to create interactive computer programs. It sounds like a wonderful idea, but I think that for now I will stick with my low-tech approach. It is the simple things that count most for me!

Carol Bond
Director, CITJ

GUEST EDITORIAL

You Must Train A Good Actor: Language Teaching and Student's Personal Growth

[Editor's Note: We are honored to present the following Guest Editorial by Dr. Hiroshi Miyaji, President of the Association of Teachers of Japanese (ATJ). Dr. Miyaji wrote this for JLTN Newsletter readers based on a presentation he gave at the Lake Erie Teachers of Japanese 1992 Conference.]

The world is in turmoil. We witness daily the rise of fierce cultural nationalism and ethnic conflicts. Within this country, despite our honest effort, we are far from attaining the ideals of a multiracial and multicultural society. We continue to face all sorts of abusive action and prejudice, as if color of skin, national origin, or religious affiliation are definitive criteria to identify each other. These are conventions to establish personal identity. They are no more or better than a personal name. Obviously these attributes are useful to accomplish effective and economical social interactions. But unfortunately, the personal identity established by some attributes evoke non-rational emotions that sometimes lead us to serious dispute and even violent action. As a species, humans are blessed with the capacity of reasoning, but at the same time share beastly qualities with other species. Consequently, we experience conflicts within and without. We hope for a society where rationality prevails and at the same time where emotions reach their full aesthetic potential. But manifestations of the conflicting inner nature of humans are a reality.

Do we realize that teaching a foreign language, in our case Japanese, is a powerful means to overcome social and cultural conflicts? We do not have to raise our voices. We do not have to engage in physical action of protest. We do not have to advocate cultural nationalism. Our commitment to teach Japanese to young women and men is to help each of them grow as a person, in other words, to have them realize basic humanity on which self grows through the study of something which is perceivably different to them.

Our task is not a mere transmission of linguistic skills. Teaching a great number of *kanji* or developing a taste for *sushi* should not be mistaken as the ultimate goal of Japanese classes, though the former may provide a relative criterion of achievement and the latter may become a cultural experience, positive or negative. To teach Japanese is to train learners to become acceptable to the Japanese speaking community and enable them to feel comfortable in the Japanese socio-cultural context. But it should not aim at producing pseudo-Japanese, *hen na gaijin*. Our learners, American youths, must be taught to be good actors on the stage of a Japanese setting. They may temporarily become Japanese but they should never lose nor be expected to alter their true self-identity. I would like to emphasize that their self-identity lies beyond their pride of being American. Through their study of Japanese they, I hope, will learn the meaning of being an American and ultimately to be simply a human being among other sisters and brothers. I ask you that you would tell your students, "Off-stage you are you, not a Juliet or a *Benkei*. But you have acted superbly today."

Hiroshi Miyaji
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TEACHER TO TEACHER

Playing a Role: *Sensei No Otaku Wo Homon Shita Hi*

You don't have to be a Pat Morita to role play effectively in Japanese situations. My third year class and I recently decided to act out Lesson 21 in *Bunka Shokyu Nihongo, Book 2* entitled, *"Homon."* The lesson introduces all of the correct manners and customs involved in paying an "official" visit to the home of an adult in Japan. It presents new vocabulary, grammatical forms, and cultural knowledge that must be internalized in order to role play the scenario authentically. We studied the lesson in the usual way and then, modifying the details to fit our needs, we set out to role play a visit. We pretended that our entire class was in Japan for the summer and that we were going to visit the homes of the two assistant teachers who had been with us all year in the U.S.

My assistants and I divided the text's scenario into six stages, which we call *Homon Mana* (Manners for Visiting). Four of the *Homon Mana* involve speaking situations that require cultural knowledge, and two concern judgements which need to be made based on cultural knowledge. Students were then paired with partners so that each student could practice both the role of the visiting student and of the host.

***Homon Mana* 1: Call ___ Sensei to decide on a date and time for a visit.** My assistants created a telephone script which stressed appropriate telephone etiquette and phrases to be used by both the *gakusei* and the *hosuto*. The students spent parts of two class periods practicing the phone call scene including appropriate hang-up timing. When they had internalized the script, I encouraged them to create their own variations of the conversation, which had to include the purpose of the call and appropriate cultural devices.

***Homon Mana* 2: Choose an appropriate gift (*temiyage*), for a student to give to a sensei.**

***Homon Mana* 3: Understand what is appropriate dress for the occasion.**

***Homon Mana* 4: Arrive, ring doorbell, wait to be met by the host, take off shoes and arrange them properly, and then enter from the *genkan* into the house.** Here we introduced the appropriate onomatopoeia for the doorbell (*pin pon*), and the sliding of the front door (*gara, gara, gara*).

It took the class one week to master *Homon Mana* 1 and 4 to the point where they felt comfortable to go on, though of course students didn't spend all of every class period practicing for the role play. By the end of the week, we had added props: gym mats that students could step up onto after taking off their shoes in the *genkan*; and two kinds of *temiyage*, each requiring a different form of presentation. My assistants were especially helpful in fine-tuning appropriate shoe removal etiquette and placement strategies. Students soon learned the importance of slip-on shoes in Japan!

***Homon Mana* 5: Be ushered into the house, be seated, and present the *temiyage* to the host/ess. The host/ess then returns the favor by serving *ocha*.** We provided inexpensive cups and a tray for this sequence. This turned out to be a great chance for one assistant to demonstrate her knowledge of serving techniques which we worked into the script.

***Homon Mana* 6: Take leave, citing the time or some other appropriate excuse as a reason for leaving.** The sequence included a series of formal niceties that required students to learn new vocabulary.

During the second week, students repeatedly practiced the four oral *mana* stages. At the end of the week, it was finally time for the simulated visit to ___ Sensei's house.

On the appointed day, we pushed all the classroom furniture aside and each of my assistants constructed a four mat (gym mat) "house". By creating two houses we could split the class of eight in half, making it possible for each host to give the visiting students more attention. Both houses had a *genkan*, and a low table (borrowed from the theater department) in the *oosetsuma*.

We planned the activity so that each assistant would be visited by four students who would arrive in pairs. As soon as the bell rang for class, the first two pairs of students telephoned their respective sensei and began "walking" to the house. Before the first student pairs arrived, the second pairs made their calls and began walking. The first pairs rang the doorbell, entered their sensei's house, gave their gifts, and were served tea with *kasutera*. The arrival sequence and the gift giving were repeated with the second pairs of students while the first pairs ate their *kasutera*.

After all four students had arrived, the sensei engaged their guests in conversation as everyone drank *ocha* and finished their *kasutera*. At first, the students stuck to the rehearsed patterns of speech. However, slowly but surely, they began to experiment, asking questions they really wanted to know. "Sensei, do you really like this kind of cake?" "Where did *kasutera* come from?"

日本語３
文化初級日本語２１課

訪問マナー　＃１

ホスト：もしもし、木村です。
学生：あの、、、安藤ですが。
ホスト：ああ、安藤さん、今どこですか。
学生：京都のホテルにいます。
ホスト：ああ、そうですか。じゃ、いつ来ますか。
学生：７月４日の１時におうかがいしてもいいですか（行ってもいいですか）。
ホスト：ええ、だいじょうぶですよ。じゃ、７月４日の１時にお待ちしています。
学生：はい、よろしくお願いします。
ホスト：それじゃ、その時に。
学生：はい、しつれいします。

訪問マナー　＃２ ＆ ＃３

＃２．How to chose a 手みやげ： Things to consider.

An appropriate gift for a student to take might include....

- ようかん、クッキー、ケーキ、フルーツ（くだもの）：食べ物.
- 花.

If you were an adult, you might need to consider factors such as the season, the kind of association you have with the host, the socio-economic status of the host, and prior obligations to the host or the household.

However, as a student, you are excused from having to consider such complex variables. If you were actually in Japan as an exchange student, the best thing to do would be to ask your host family for advice. Gift giving is not a matter to be taken lightly.

＃３．服装（ふくそう）：Dress.

It is crucial that your dress reflect the sincerety of the visit. Dress neatly.

女子：ワンピース、ブラウスとスカート
男子：ワイシャツ（ネクタイ）、スラックス

訪問マナー　＃４

学生：（ピンポーン）
ごめんください。安藤です。
ホスト：はい、今、開けます。（ガラガラ）
学生：こんにちは。
ホスト：こんにちは。
どうぞ、上がってください。
学生：はい、おじゃまします。
＜パターン１・トピック（天気）＞
ホスト：外は寒かったでしょう。
学生：ええ。
＜パターン２・トピック（道）＞
ホスト：うちはすぐわかりました（か）。
学生：ええ。

訪問マナー　＃５

「部屋で」
ホスト：どうぞおすわりください。
学生：すみません。（すわる）
（手みやげをわたす）
＜手みやげが食べ物の時＞
あの、お口にあわないかもしれませんがめし上がってください。
＜手みやげが物の時＞
あの、お気にめさないかもしれませんがおつかいください。
ホスト：まあ、すみません。
今、おちゃを入れますから。
学生：どうぞ、おかまいなく。

ホスト：（おちゃを入れておかしといっしょに持って来る）
まあ、楽になさってください。
学生：すみません。
ホスト：どうぞ。
学生：すみません、いただきます。

訪問マナー　＃６

「げんかんで」
学生：きょうは本当に楽しかったです。
どうも、ありがとうございました。
ホスト：また、いつでもいらしてください。
学生：ありがとうございます。
ホスト：おうちのみなさんにも、よろしくおつたえください。
学生：はい。じゃ、きょうはこれでしつれいします。さようなら。
ホスト：さようなら。

Just as conversation began to slow down, the sensei suggested a round of *karuta*, as planned. (This also served as a review for the next day's *kanji* test.) After about ten minutes of play, the sensei asked the long awaited question, *"Onakaga sukimashitaka?"*

After a little bit of *enryo*, the students consented to eat sushi if it was not too much trouble. The sensei served the sushi with refills of *ocha*. As the end of class neared, the appointed student cited the time as reason for leaving. Students departed alone so that everyone could have one chance to do something individually. Students managed to incorporate the new leave–taking vocabulary (*Homon Mana* 6) into the good–bye bows and the polite shutting of the sliding door as they gently made their way out of the *genkan*.

Many of the departures were quite heartfelt and moving to watch. The students seemed to be expressing their true feelings within the framework of the Japanese language and culture they had learned. Students were allowed to leave class at this point, adding to the authenticity of the experience. Many hovered outside the classroom wanting to discuss the unrehearsed, spontaneous content of the cultural experience they had just completed.

When the last student left, I turned off my video camera, happy to have been able to record a successful and rewarding activity. Finally, from the looks on the faces of my assistants, the *homon* experience had been as satisfying for them as it was for our students.

Chris Thompson
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REVIEW

Situational Functional Japanese: Drills Volumes I – III
by the Tsukuba Language Group. Bonjinsha 1991, 1992
2,600 yen per volume; cassette tapes, 3,200 yen per set.
Available from Bonjinsha Co., JAC Building, 5–5–35 Konan, Minato–ku, Tokyo 108
JAPAN Tel: 3–3472–2240, Fax: 3–3472–2129

It is not always an easy task to develop our own activities to supplement our textbooks. There are, however, useful books that can be used as resources when we need to develop classroom activities but can not come up with any ideas.

Volumes I – III of *Situational Functional Japanese: Drills* provide a wide variety of activities and tasks which cover the four language skills (speaking, listening, reading and writing) and a wide range of grammatical structures. While these are intended to accompany the textbooks *Situational Functional Japanese: Notes, Volumes I – III*, they are easily adaptable for use with any textbook.

Each lesson in the drill books consists of the following four sections: New Words in Drills; Structure Drills; Conversation Drills; Tasks and Activities. Each section provides approximately 8 – 10 activities. *Kana* and *kanji* are used in the activities, but the directions for activities are given in English.

Most of the stimulating and fun–to–do activities are found in the third and fourth sections. Conversation Drills mainly offer oral practice such as information–gap activities, role plays, and games practiced in pairs/groups to engage students in communication. Role plays provide natural situations which students are likely to encounter in real life in Japan.

Tasks and Activities are designed as real life tasks to equip students with all the language skills and background information they need for actual communication. Tasks include scanning for information in a TV guide/train schedule or listening to the messages on an answering machine to fill in missing information. Some of the activities also provide information about life and culture in Japan such as suggestions for a trip to Japan, and a list of what one should do when earthquakes happen.

Structural and conversational drills as well as listening tasks are recorded on the tapes. A Teacher's Manual is also available (written entirely in Japanese), describing each activity and its procedures in detail and providing information on necessary materials. The manual is particularly helpful for inexperienced teachers.

Since these books offer a wide variety of activities, you can easily select an appropriate one for your lesson. The activities are adaptable to fit the specific content of your course and to the interests, concerns, and abilities of your students. You can also use some ideas from these books to create new activities.

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NEW RESOURCES

[Editor's Note: The following items or announcements about them have been received at the Center since February. The descriptions are those of the publishers. We print them here not as endorsements or reviews, but simply to announce that they are available.]

Kimono III by Sue Burnham, Yukiko Saegusa, and Michael Sedunary. Carlton Victoria Australia: CIS Educational, 1992. The third level of a comprehensive, communicative Japanese course. Language and culture are presented through photo–stories which portray the everyday lives of five Japanese teenagers. Textbook: $24.95, Cassettes: $12 each for 6 tapes. Workbook and Teacher's Manual forthcoming. Available from EMC Publishing, 300 York Avenue, St. Paul, MN 55101, Tel: 800/328–1452 Fax: 800/328–4564.

An Early Start: A Resource Book for Elementary School Foreign Language by Helena Curtain. Addresses many factors involved in establishing and maintaining elementary school foreign language programs and provides a number of useful addresses and resources. $10.50 (includes shipping and handling). Available from ERIC/CLL, 1118 22nd St. NW, Washington, DC 20037, 202/429–9292.

Nihongo Manabo, Mombusho (Japanese Ministry of Education), 1992. Textbook for beginners written for upper elementary grade children of foreign workers in Japan. With its numerous large pictures, the book is appealing to children. In *kana*. 102 pp., 980 yen. Available from Bonjinsha Co., JAC Building, 5–5–35 Konan, Minato–ku, Tokyo 108 Japan. Tel: 3–3472–2240 Fax: 3–3472–2129.

Doriru To Shite No Gemu Kyozai 50 by Masako Kuriyama and Kyoko Ichimaru. ALC, 1992. Provides ideas and materials for games to use as drill and review for young beginning Japanese students. In Japanese (*kanji/kana*). 101 pp., 2,500 yen. Available from Bonjinsha Co., JAC Building, 5-5-35 Konan, Minato-ku, Tokyo 108 Japan. Tel: 3-3472-2240 Fax: 3-3472-2129.

Five *kamishibai* are available in dual English/Japanese versions: **Taberareta Yamanba** (*How the Witch Was Eaten Up*); **Ryu No Me No Namida** (*The Dragon's Tears*); **Umi Ni Shizunda Oni** (*The Ogre Who Sank Down to the Bottom of the Sea*); **Shita Kiri Suzume** (*The Tongue-cut Sparrow*) and **Rainen Wa Nani Doshi** (*How the Years Were Named*). Each *kamishibai* story consists of 12 or 16 large (15" x 11") stiff oaktag story panels with a full color illustration on one side and the story line in English and Japanese on the back. One *kamishibai*, $35. Three for $100. Five for $150. Available from Kamishibai for Kids, P.O. Box 20069, Park West Station, New York, NY 10025-1510. Tel and Fax: 212/662-5836.

NTC'S Basic Japanese Level 2 by Lynn Williams. National Textbook company, 1993. Continues the integrated communicative program of Level 1. All aspects of the series, including grammar, vocabulary, cultural, information and reading and writing activities are designed for a communicative teaching environment. Textbook, 336 pp., hardbound, $21.95. Teacher's Manual, 288 pp., $14.95. Workbook, 160 pp., $6.95. Set of 3 audiocassettes, $69.95. Available from National Textbook Company, 4255 West Touhy Avenue, Lincolnwood, IL 60646, 800/323-4900 or 708/679-5500.

101 Japanese Idioms by Michael L. Maynard and Senko K. Maynard. Passport Books, 1993. Introduces 101 popular Japanese idioms and expressions that are both interesting and useful to students of Japanese language and culture. Idioms are presented in *romaji* and *kanji/kana*, followed by a literal translation into English, an explanation, and examples of how they are used. Illustrations help to convey the meanings. 218 pp., $7.95. Available from National Textbook Company, 4255 West Touhy Avenue, Lincolnwood, IL 60646 800/323-4900 or 708/679-5500.

All About Katakana by Anne Matsumoto Stewart. Power Japanese Series, Kodansha, 1992. This book helps the student read and write *katakana* in the shortest and most rational way possible -- by immediately combining learned syllables into living words. Includes reviews in the form of drills and exercises. 128 pp., 4 5/8 x 7 3/8 paperback, $6.95.++

Beyond Polite Japanese: A Dictionary of Japanese Slang and Colloquialisms by Akihiko Yonekawa. Power Japanese Series, Kodansha, 1992. This concise, pocket-sized dictionary is full of real-life expressions that all Japanese but few foreigners know and use every day. Sample sentences accompany each entry. 128 pp., 4 5/8 x 7 3/8 paperback, $6.95.++

Gone Fishin': New Angles on Perennial Problems by Jay Rubin. Power Japanese Series, Kodansha, 1992. This humorous book takes up many of the perennial trouble spots of learning Japanese, and then explains, clarifies, and illuminates them in an enjoyable manner. 128 pp., 4 5/8 x 7 3/8 paperback, $6.95.++

Kodansha's Romanized Japanese-English Dictionary by Masatoshi Yoshida, Yoshikatsu Nakamura, and Timothy Vance. Kodansha, 1993. 640 pp., 5"x7", $24.95.++

Momotaro, The Peach Boy; Omusubi Kororin (*The Runaway Rice Ball*) and **Tsuru No Ongaeshi** (*The Grateful Crane*), Hiroko Quackenbush, Ed.; Illustrated by Yasushi

Mori and Kazue Ito. Kodansha, 1993. The first three titles of Kodansha's Nihongo Folktales Series features classic folktales in a picture book format with large, colorful illustrations and a simple Japanese text using *hiragana*. The story text is followed by four pages of cultural notes and a two page English translation. Each title, 32 pp.,paperback $7.00.++

++ Available from Kodansha America, Inc. 114 Fifth Avenue 18th Floor, New York, NY 10011. Tel: 212/727-6460, Fax: 212/727-9177. For more information, call Wendy Gilbert, 212/727-6460.

EMPLOYMENT OPPORTUNITIES

* Center Grove High School in Greenwood, Indiana, seeks a full-time teacher to teach Japanese 1, 2, combined 3 and 4, and a middle school exploratory course. Contact Steve Davis, Principal, or Jeanne Hodgins, Foreign Language Department Head, Center Grove High School, 2717 South Morgantown Road, Greenwood, IN, 46143, Tel: 317/881-0581 Fax: 317/885-4509.

* The Springfield Public Schools plan to begin K-8 programs in Japanese language and culture and Chinese language and culture at the Rebecca Mae Johnson Magnet School in September 1993. One full-time postition is available for a Japanese language teacher and one for a Chinese language teacher. Previous experience desirable but not required. Interested people should contact: Dr. Kathleen M. Riordon, Director of Foreign Languages, 195 State St., P.O. Box 1410, Springfield, MA 01102-1410, Tel: 413/787-7177

* Southern Regional High School District in Manahawkin, NJ, seeks a certified Japanese teacher for their new Japanese program. Interested applicants should send letter of interest and resume to Mr. Judith A. Wilson, Assistant Superintendent, Southern Regional High School District, 75 Cedar Bridge Road, Manahawkin, NJ 08050.

EMPLOYMENT SOUGHT

* Amy Schuff seeks a position teaching Japanese (and social studies) at the secondary level for Fall, 1993. Ms. Schuff is currently student teaching and finishing her certification work in both disciplines through Indiana University-Purdue University at Indianapolis. She holds a B.A. in History from Indiana University and expects to receive an M.A. in Japanese Studies from the University of Michigan by December, 1993. Ms. Schuff lived for two years in Japan as a participant in the Japanese Ministry of Education's JET program. Contact Amy Schuff through May 28 at 3109 Nobscot Dr. #B, Indianapolis, IN 46222, Tel: 317/926-6440 Fax: 317/243-0805, or after May 28 at 2003 Mystic Bay Court, Indianapolis, IN 46240, Tel: 317/255-9455 Fax: 317/243-0805.

* Yuko Inoue seeks a position teaching Japanese in an American high school. Ms. Inoue holds a B.A. in English from Arizona State University and is currently completing an M.A. in Comparative Literature at Washington University in St. Louis, MO. As a teaching assistant, she conducts drill sessions for first and second year Japanese classes at Washington University, and also teaches Mathematics, Japanese, History and Geography at the St. Louis Japanese School. Contact Yuko Inoue, 6647 Berthold #3E, St. Louis, MO 63139, Tel: 314/647-0168.

* Hideo Nagai seeks a position teaching Japanese language and culture in an elementary or secondary school, English in a secondary school, and/or ESL to non-native English speakers. Mr. Nagai holds an M.A. in Teaching English as a Second Language from Central Missouri State University and a B.A. in English from Mie University in Mie Prefecture, Japan. He is certified to teach K-12 Japanese, K-12 ESL, and secondary level English, and has experience teaching Japanese in American schools. Contact Hideo Nagai, c/o Mrs. Eilene Van Meter, 3336 East Southport Road, Indianapolis, IN 46227, Tel: 317/786-8104.

WORKSHOPS FOR JAPANESE LANGUAGE TEACHERS

* A workshop for Japanese language teachers on classroom materials development and proficiency testing will be conducted by Professor Akiko Kakutani at Earlham College June 14 - 24. Articulation between high school and college level Japanese will be an important topic at the workshop. A visit to Indiana University's Summer Language Institute course in Japanese will provide participants with an opportunity to observe classes and to share views on articulation with Institute instructors. The second week of the workshop will focus on materials development for third and fourth year Japanese. Tuition and accommodations: $225 for participants from outside of Indiana, $40 for Indiana residents. Enrollment is limited. Apply by the end of May to Institute for Education on Japan, Earlham College, Drawer 202, Richmond, IN 47374, Tel: 317/983-1324 Fax: 317/983-1553.

* The Seventh Annual New England region Japanese Language Teachers Workshop will be held at Trinity College on June 5 and 6, 1993. Presentations on issues concerning high school teaching will be a part of the program. For more information, contact Rieko Wagoner, Department of Modern Languages, Trinity College, Hartford, CT 06106, Tel: 203/297-2434 Fax: 203/297-2257.

A NOTE TO ELEMENTARY TEACHERS OF JAPANESE

In response to Carol Bond's article for elementary school teachers of Japanese in the December issue of the Newsletter, we have heard from a number of teachers in the U.S. and Japan who wish to contact each other. We have distributed to each of the teachers the information we received from the others. Any elementary school teachers who would like to join this network should contact Barbara Shenk, CITJ, University High School, 1212 W. Springfield Ave., Urbana, IL 61801, Tel: 217/244-4808 Fax: 217/244-4948.

We are still interested in publishing once or twice a year in the Newletter a two-page insert devoted to elementary school issues. This is an opportunity for someone to step forward and volunteer to collect information items and articles and submit them to us. We hope to hear from one of you soon!

HOW ARE WE DOING?

We are often told by teachers that they enjoy our newsletter and that they "read every word of it." But we often wonder about how the information we provide is put to use by teachers. Was there a particular newsletter article that made a favorable difference in your life? Did a particular book review lead you to find a new text that is working well for you?

Did you try a classroom activity and find it to be successful? Did you attend a meeting or make a phone call or learn about a workshop that helped you become a better teacher? Did you read an announcement that lead you to a discovery? If you can answer "yes" to any of these questions, we would love to hear from you! Please write us a brief letter (100 – 200 words) telling us exactly how you have benefited from our newsletter. If we print your response, you will receive a free subscription for 1993–94! Let us hear from you before September 1.

ANNOUNCEMENTS

* To recognize and encourage outstanding foreign language teaching in grades K–12, the National Endowment for the Humanities (NEH) fellowship program offers summer stipends of $3750 for teachers to spend six weeks abroad studying foreign languages and cultures. Approximately 60 NEH Foreign Language Fellowships will be awarded for the summer of 1994. Applicants must develop a 750–word project plan describing their intentions for professional development abroad. Eligibility requirements include three years full–time teaching in K–12 prior to the fellowship summer, with at least one–half of the teaching schedule in foreign languages, and the intention to teach foreign language at least five more years. Application deadline for 1994 is October 31, 1993. For information and application forms, contact: NEH Fellowship Program for Foreign Language Teachers K–12, Connecticut College, 270 Mohegan Avenue, New London, Connecticut 06320, 203/439–2282.

* The Japan Foundation Japanese Language Institute is calling for papers to be submitted for publication in its fourth volume of *Japanese Language Education Around the Globe* as well as for its special issue, *Current Report on Japanese Language Education Around the Globe*. For more information, contact Japanese Language Education Around the Globe Editorial Committee, Research and Information Division, The Japan Foundation Language Institute, 5–6–36 Kita–Urawa, Urawa–shi, Saitama 336 Japan, Tel: 48/834–1184 Fax: 48/834–1170.

* Yokohama Academy USA has announced its second annual Japanese Language and Culture High School Summer Camp to be held July 25 – August 1, 1993 at the University of Maryland Baltimore Campus. Summer campers will have a Japanese high school partner during the week of language learning, friendship and fun. Fees for the day program are $195 and for the boarding program, $395. Partial scholarships available. Contact Martha Martin, Yokohama Academy USA, 5401 Wilkens Avenue, Baltimore, MD 21228, Tel: 410/455–6800 Fax: 410/455–6810.

* The 1993 Foreign Language Resource Catalog from Delta Systems lists 16 pages of materials for Japanese language teaching, which they have in stock. A word of caution: items marked "new" are only new to their catalog and are not necessarily new publications. Publishers and publication dates are not given. The Catalog is available from Delta Systems Co., 1400 Miller Parkway, McHenry, IL 60050 Tel: 800/323–8270 or 815/36–DELTA.

SUMMER AT THE CENTER

Because of the Center's association with teachers and schools, publication of the JLTN Newsletter follows the schedule of an academic year. This then will be your last issue until October. Our staff will take our treasured summer vacation in June, July, and August, and our office will reopen on August 24. After June 1, urgent messages may be left at 217/333-2870. Correspondence arriving during the summer months may not be answered until late August or early September, so please be patient. And, above all, enjoy the summer!

Please send in articles and announcements for the October Newsletter by September 27.

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The Newsletter of the Japanese Language Teachers Network is published four times each year in December, February, May and October. Our publication year begins with the December issue, but new subscribers are welcome at any time. In addition a list of Resources for Teachers of High School Japanese is published in March-April. The subscription fee is $17.00 for the five publications. for more information, or to subscribe, contact Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Avenue, Urbana, IL 61801. 217/244-4808. FAX: 217/244-4948.

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日本語教師ネットワーク

Newsletter of the
Japanese Language Teachers Network

Vol. 8 No. 4 October 1993

CITJ RECEIVES GRANT

We are pleased to announce that the United States-Japan Foundation has awarded a grant of $63,000 to the Center for a project entitled "Pathways to Proficiency: An In-Service Program for Teachers of Japanese." The project includes funding for the Center's 1994 Summer Workshop and for the development and dissemination of instructional materials. We are very grateful to the Foundation for this support.

CITJ TO DISTRIBUTE TEACHING MATERIALS

Whenever high school teachers gather, one of the first topics of conversation is usually textbooks. Although there is now a wider choice of texts available, few teachers are completely satisfied with the book they use. "I have to supplement a lot," is the constant refrain. Developing supplementary worksheets, exercises and activities that meet the needs of their students is something that all foreign language teachers do -- even those whose texts come with a full array of workbooks, audiotapes, videos and transparencies. For it is the day-to-day activities planned by the teacher that are the heart and soul of a language class. The best examples are meaningful and enjoyable, and help students learn. However, developing supplementary instructional materials can take an extraordinary amount of time for teachers who are seldom blessed with a lot of spare hours.

Help is on the way! Thanks to a grant from the United States-Japan Foundation, the Center will become a clearing house for the dissemination of high quality supplementary materials developed by Center Staff, Center workshop participants, and other teachers who are willing to share the best of their materials with their colleagues throughout the nation. Our goal is to publish a preliminary list of available materials in our December issue and to update the list in later issues.

We are excited to provide this new service for our newsletter subscribers. Remember: You must renew your subscription before November 22, in order to receive the December issue on time. Return your subscription form today if you haven't done so already. The few minutes that it will take to do this now could save you hours later on if you discover an activity or a worksheet that will help your students learn!

Carol Bond
Director

A FINE WAY TO SPEND THE SUMMER:

Teacher Relates Workshop Experiences

On June 27, 1993, eight teachers selected by CITJ gathered in Urbana for the first part of a four-week workshop for teachers of Japanese. The program began with a five-day seminar on methodology, followed by a three-week trip to Japan. The Japan component of the seminar, led by Chris Thompson, took the participants first to Towa, in Iwate prefecture, for a ten-day visit, then to Tokyo's Sumida Ward for ten days, with a side trip to Hiroshima . Throughout the trip, participants met together on a regular basis to talk over their experiences, to share ideas and materials and to work together on their curriculum projects. .

Susan Mastro, a participant from North Carolina, reports on her experience:

The small plane thumped down at the Urbana-Champaign Airport. Were the butterflies caused by the bumpy flight or the anticipation of the month to come? I wasn't sure, but the adventure was about to begin: "The Japanese Language and Culture: Pathways to Proficiency 1993 Summer Workshop for High School Teachers," sponsored by CITJ and graciously funded by The Japan Foundation and the Northeast Asia Council.

Eight Japanese language high school teachers were chosen from across the country to participate in this workshop for native English speakers. The goal was to train us in proficiency-based instruction and then take us to Japan for culture and language immersion and gathering of authentic Japanese materials we could use in the classroom.

The first week we worked with Dr. John F. Lalande to learn what the proficiency levels are and how we might move students up the proficiency scale by using authentic materials. For five days and evenings we listened and studied, shared ideas and materials we had brought, and planned specific individual projects we would work on in Japan. The more we learned and practiced, the more focused our projects became.

We arrived in Japan on the evening of July 4. We lugged our bags, heavy and bulging with *omiyage*, through Shinjuku Station and found our way to the Tokyo Towa Office where we slept on *futon*-covered *tatami* for the first of many nights.

The next afternoon as the *shinkansen* arrived in Iwate, we craned our necks for our first look at our hosts -- the administrators of Towa Information Center. Towa is a small town, largely a farming community, in northeastern Honshu. Once at the Center, we nervously stumbled over our self-introductions to the assembled host families who greeted us with smiles and flowers. They were not quite what I had expected. All of the Japanese I had ever known were from upper-middle class, city families, conforming to the stereotypical Japanese salary-man roles. These Towa people were dressed casually, many in jeans, and did not seem very concerned about formality. I spent the first evening sharing pictures and gifts from North Carolina and struggling to make myself understood only in Japanese.

The next morning back at the Center was spent in discussion of our "first night," everyone babbling at once until our leader, Chris Thompson, gained a semblance of control and convinced us to talk one at a time. The experiences were as varied as the personalities of the participants and hosts, but one thing was certain -- stereotypes about how Japanese people "always act" were being crushed and scattered into the beautiful Towa mountain air.

Over the next ten days we expected to do a lot of work on our projects, but first one thing and then another came up: visits to temples, factories, shrines, businesses, schools, historical sites, museums, craftsmen, traditional restaurants, gardens, a dam, and folk demonstrations. Our hosts planned activity after activity, showing the rich cultural diversity of their community with great pride, taking beneficent pleasure in our attempts to make paper and weave coasters, learn how a dam works, climb mountains, soak in hot springs, and gather teaching materials.

In the evenings my host family and I talked of politics and prayer, values and violence, manners and men's roles, customs and courtesies, schools and similarities, drugs and differences, each of us searching for the soul of the other. What is it to be Japanese or American or simply human?

The ten days in Towa-cho passed quickly, ending with a potluck dinner sponsored by all of the host families and the Information Center staff. As we toasted and talked, sang *karaoke* and ate our fill, we were warmed by the camaraderie and fellowship, wrapped in the hospitality of this small farming community in Towa, and half way around the world we felt at home.

The next day the *shinkansen* sped us back to Tokyo and yet another new experience -- homestays with small-factory-owning families in the Sumida area. Our center of operations this time was the Kobokan Christian Community Center.

I enjoyed hearing about my host family's work and lives and again, like the people in Towa, found them to be less formal and more willing to be individuals than the "typical" Japanese people I have encountered. I knew that this small-business infrastructure existed, but seeing it in person has given body and shape to the knowledge. Meeting real people and seeing their life styles has de-intellectualized the concept for me and will make it easier for me to explain it to my students.

The Hiroshima part of our trip was sandwiched in the middle of our Kobokan experience. At the Peace Park I picked up materials that I can use not only in my Japanese classes, but also in my world literature classes. Talking with the Tanimoto family, survivors of the atom bomb, made the visit much more real. The bomb and its consequences are no longer just history. It was heartening to see the strength of their commitment to peace.

Another benefit of this leg of the trip was spending time with other members of the group on Miyajima and in the youth hostel. Our group became even closer. We were able to talk about some of the things we were experiencing and to relax and digest some of the information. I see this as a benefit I did not expect from this trip. I was looking forward to contact with other American teachers of Japanese, but I had no idea how good for me it would be to see others struggling with the same problems I have struggled with for eight years. I have felt so isolated as a Japanese teacher, getting all of my professional support from people who teach at universities, who teach western languages or English, or who understand Japan but do not teach, all of whom know nothing of the problems of teaching Japanese at the high school level. Now that the members of our group have a rapport with each other and the resources to supplement our texts or curricula, it would be so helpful if we could develop materials together. That is the one thing we did not really have enough time to do, yet it is the most tangible thing that will affect our classroom teaching.

The summer workshop was beneficial on so many different levels that it is difficult to sum up the experience. The interaction we experienced with each other and with our new Japanese friends brought the American and Japanese worlds together and made me feel there is hope for understanding, respect, cooperation, and even affection between people of different nationalities.

I appreciate having had the opportunity to meet so many different kinds of Japanese families and to come to a new understanding of their daily lives. Before this summer I thought I "knew" Japan because of the homogeneity of their society, but I have come to understand that the multifaceted nature of their culture is neither so stereotypical nor so simple as we Americans would like to believe.

Susan Mastro
Enloe High School
Raleigh, NC

Susan and the other participants will be completing their projects during the year and trying them out in their classes. They will then meet again in 1994 in Urbana for further work in designing and developing instructional materials and tests. These materials will eventually be made available to other teachers.

This two-year workshop sequence will begin again in 1995 with ten new participants taking part in a workshop similar to the one offered in 1993. Please let us know early if you are a *native English speaking teacher of Japanese interested in this two-phase 1995-1996 workshop. For more information or to register your preliminary interest, please contact Carol Bond, CITJ, University High School, 1212 W. Springfield Avenue, Urbana, IL 61801. Tel. 217/333-8203, Fax. 217/333-4064.*

AN IDEA FOR YOUR CLASSROOM:

Jikoshokai for Beginners

I studied Japanese for two years before going to Japan the first time: studied grammar, studied *kanji*, studied reading and writing. One of the first things I was asked to do upon arrival in Tokyo was to introduce myself, and I was lost! I had never practiced that, and I had no idea of the importance of *jikoshokai*. It cost me time and considerable embarrassment, but I was finally, after a time, able to present myself with relative ease and fluidity. I swore to myself that if I ever got the chance, I would save someone else from the same discomfort I went through! One of the things, therefore, I require of my beginning students is that they give a *jikoshokai*.

The whole unit takes about four weeks, but we do not spend every minute of every class period only doing this. I have described below the basic steps of what we do.

The objectives of this activity are: to review sentence structure and vocabulary; to personalize language; to practice speaking, listening, reading, and writing; to generate creativity in using Japanese; to discover one's own uniqueness; and to discover similarities with classmates;

1. To begin, tell students to write in class for several minutes on the topic "I am..." Collect and save the papers. Award points for completion only.

2. Introduce the idea of *jikoshokai*, discussing its importance for visitors in Japan. Pass out a list of questions (see sample below) to show students the kinds of information they might include in a self-introduction speech. Assure students that they will have plenty of time to work with their ideas and to practice before they give their speech.

3. Each day for four or five days, work with the students on a particular topic they might include in their speeches (for example, *watashi no uchi*, *watashi no mainichi*, *watashi no kazoku*, *ichiban suki-na mono/koto*, *suki-na yasumi*, etc.). I use a "clustering" format to record information: Teacher writes words and phrases about him/herself on the overhead, students then write about themselves on paper. Encourage students to come up with as many ideas as possible. "Star" the paper or award points each day for completion. When writing is finished, they are to practice "speaking" their ideas with a partner. By

limiting each day to one topic and one or two sentence patterns, you should need only 20-30 minutes per day for this step.

4. After the entire brainstorming activity is completed (4 or 5 days), have students read over and analyze what they've written. Tell them to choose the ten most important and unique things on the page about them and highlight these items.

5. Using the ten highlighted items, students write a rough draft of their self-introduction. Check their ideas but give points for completion only. This is an opportunity to remind students of basic sentence patterns they may need to review. Tell students how many pieces of information you will require them to share, or how long you expect them to speak.

6. In pairs, students share their rough drafts. Encourage them to "speak" rather than "read" as much as possible. They should revise their drafts as necessary. Paired practice may continue for 2 or 3 days (again, no more than half the class period).

7. As students practice their speeches in pairs, remind them about the list of questions you passed out at the beginning of the unit. Explain that they need to be able to answer all of them because their classmates will be asking them questions from this sheet. (Make sure they understand that this aspect of the activity would not be a part of a *jikoshokai* experience in Japan.) They should practice asking and answering questions with their partners, as well. You can also return to them their original free-writes which might provide additional ideas for their speech. (See step 1.)

8. When students seem ready, set up the schedule for *jikoshokai*. Plan to have 3-5 each day and let students choose when they will speak. Let them know your grading criteria, as well.

9. On the days of the *jikoshokai,* all students and the teacher take notes on what they hear. Encourage the class to ask questions of the speaker after he/she is finished. Allow each question to be asked only one time. (You can also set a requirement for how much information the students must write down. If it is more than the speaking requirement, they will be forced to ask questions.) Explain that there will be an open-note quiz on the speeches.

10. After the *jikoshokai*, collect the brainstorm page and award points for completion.

11. Quiz students using appropriate question words based on your notes from the *jikoshokai*. If the class is large, quiz after every 10-12 speakers so that students do not become overwhelmed with the sheer volume of notes.

Sample Questions

1. あなた の なまえ は 何（なん） ですか。

2. あなた は 何さい ですか。

3. あなた は 何年（ねん）生（せい） ですか。

4. あなた の かぞく は どこから きましたか。

5. あなた の 一ばん すきな いろ は 何 ですか。

6. あなた の 一ばん すきな たべもの は 何 ですか。

7. あなた の 一ばん すきな クラス は 何 ですか。

8. まいにち 何 を しますか。

9. しゅうまつ (に) 何 を しますか。

10. やすみ が あると、 どこへ いきますか。
    何 を しますか。

I started the Jikoshokai Unit seven years ago, and I continued to alter, modify and adapt until I found a plan that really worked for me. The format described here has not changed much over the past two years, however, and it seems to be pretty solid.

My Japanese 1 class size ranges from 35-40 and includes a wide range of abilities. Most of the students are nervous at the thought of giving speeches, but by the time they actually get to the point of standing in front of the class, they have gone over the patterns and vocabulary so many times -- listening, speaking, reading, and writing -- that they all seem to enjoy themselves. I will continue to do this unit because the students learn and practice a lot of personal Japanese, gain confidence in themselves, learn about each other, and have a lot of fun!

Martha McDonald
Tokay High School
Lodi, CA

TEACHER TO TEACHER:

Using Japanese-Style Patterns with Group Presentations

During the past five years, I have had many opportunities to observe classes and class activities in Japanese high schools. Among the most interesting to observe have been student-run clubs and meetings. I noticed that during these functions, one pattern of events occurred with some regularity. It caught my interest because it looked like something that could easily be adapted for use in my Japanese language classes in the U.S.

The pattern I observed was the way in which a group presentation (a skit in the English Club, for example) was framed: Before the skit, the presenters rather formally introduced themselves and the title of their skit, and invited the class to listen carefully. After the skit, the same group thanked the class for listening, then asked their classmates prepared questions about what they had just seen.

Based on my observations, I wrote a Japanese-style pattern for my American students to use when giving group presentations in Japanese class. When I first introduced these patterns at the beginning of the school year, I didn't require students to memorize their parts. However, because we have used these patterns frequently, my students have internalized them. As their language ability improves they modify and expand on the basic patterns, with my approval. Working with these patterns has added cultural authenticity as well as enjoyment to group presentations.

日本語3
Class Presentation Format

Pre-Stage 1 & 2

1. Write a narrative, dialogue, or role-play according to the directions given by 先生.

2. Divide the reading of the text according to the directions of the particular assignment.

Structured Roles For Introducing Group Presentations (designed for 3 students)

3. Decide who will play roles 1 - 3 of the following pattern.

1、2、3（いっしょに、おじぎをしながら）：みなさん今日は。
　1：ぼく／私は____年の（名前）です。
　2：ぼく／私は____年の（名前）です。
　3：ぼく／私は____年の（名前）です。

　2：これから、ぼく／私たちが書いた話／会話／ロールプレイを読みます。

　3：題（だい）は「__________」です。

　1：みなさん、よく聞いてください。

1、2、3（いっしょにおじぎをしながら）：よろしくおねがいします。

4. Perform the narrative, dialogue, or role play according to the specifications of the assignment.

5. Ask questions based on material in the presentation. There are two ways to approach this task.

   A: The group giving the presentation asks their classmates prepared questions based on the content of their presentation using the following pattern:

   1：ぼく／私たちが質問を考えました。答えがわかる人は手を上げてください。
   2：一番は（問題を読む）です。（二回読む）
   3：わかった人はいませんか。(3 chooses a student)

   1、2、3（いっしょに）：はい、そうです。／いいえ、ちがいます。(Depending on the accuracy of the answer.)
   1：二番は（問題を読む）です。（二回読む）
   2：わかった人はいませんか。(2 chooses a student)

   1、2、3（いっしょに）：はい、そうです。／いいえ、ちがいます。(Depending on the accuracy of the answer.)
   3：三番は（問題を読む）です。（二回読む）
   1：わかった人はいませんか。(1 chooses a student)

   1、2、3（いっしょに）：はい、そうです。／いいえ、ちがいます。(Depending on the accuracy of the answer.)

   Continue until all questions are answered, or it's time to move on. At this time, 3 says,

   3：それでは、終わります。

   B: A second group of students asks the class prepared questions concerning the content of the presentation. This group must be given the text before the actual presentation in order to think of questions. It's best to assign this task, and check the questions for accuracy.

   After the presentation is concluded, a student, designated in advance stands and says：ありがとうございました。はくしゅ！The group then follows the same format for A above.

6. At this stage, the activity can end, or a new group can be directed to the front of the room to start the process of guided performance from the beginning with stage 1.

Christopher Thompson
University High School
Urbana, IL

BEST COPY AVAILABLE

NETWORK FORMS FOR ELEMENTARY TEACHERS OF JAPANESE

Tim Hart, Foreign Language Specialist for the Wake County Public School System in Raleigh, NC is forming a network for teachers of Japanese in elementary schools. Tim has been at the Wake County post for 12 years, and the K-12 Japanese program there is in its 12th year. About 150 elementary students participate in the Japanese program. Tim is writing his dissertation on Elementary Japanese Language Programs for the University of Florida at Gainesville. We have passed along all of our information on elementary Japanese programs to Tim, and we hope to hear from him from time to time about the development of the network. By way of introduction, he writes:

> As a subject of instruction, Japanese language in the elementary schools (JLES) programs in the U.S. are a relatively recent innovation. Reports on current numbers of programs vary according to the source, but even the highest estimate is only 110 JLES programs in 24 states. Yet this number suggests that JLES programs are rapidly expanding, for a 1979 survey of foreign languages listed only three states with Japanese language instruction at any grade level!
>
> Since most JLES programs are of such recent origin, only a small amount of information and documentation currently exists concerning program models, goals, curricula, teaching methodologies, expected outcomes or even program locations. Indeed, programs in Japanese, classified as a category 4 language by the Defense Language Institute, have been termed by some to be "experimental" at the elementary school level. Category 4 languages, which also include Arabic, Chinese and Korean, are said to be the most difficult for native speakers of English to learn.
>
> My school district has maintained a small, yet popular Japanese program at the elementary school level for over ten years. In future columns I hope to share with you what I am learning about JLES programs in my on-going research. Additionally, I will work to expand the network and communication among JLES programs and teachers so that we can better understand the teaching of Japanese language to elementary age children here in the United States. If you haven't already done so, please send me information regarding your program. In return I'll include you in the JLES network, *Satori*. For membership, write: Tim Hart/*Satori*, 4601-304 Timbermill Court, Raleigh, NC 27611.

If you have already subscribed for the '93-'94 year please disregard this notice.

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Please make checks payable to the UNIVERSITY OF ILLINOIS. Send this form with your check by November 22, 1993 to Randy Musselman, University High School, 1212 West Springfield Avenue, Urbana, IL 61801.

REVIEW

Yookoso: An Invitation to Contemporary Japanese
Yasu-Hiko Tohsaku
McGraw-Hill, Inc., 1994

Yookoso: An Invitation to Contemporary Japanese is a proficiency-based textbook designed for beginning level college students. This textbook consists of seven main chapters organized around topics relevant to everyday life and the students' interests such as hobbies and leisure activities, food, and shopping. The book begins with a section called "Getting Started" which provides basic vocabulary and expressions to form a foundation for enhancing language skills in later chapters. Review sections are also available after chapters 3 and 7 which will give opportunities for students to review previously learned vocabulary, grammar and language functions through various exercises and activities. *Romaji* is used in "Getting Started" while *kana* and *kanji* are used in the main chapters. English is limited to grammatical explanations and directions for exercises.

Each chapter begins with vocabulary building and oral communication practice. Then, new grammar with concise explanations and exercises, and additional new vocabulary and *kanji* are presented. In the Grammar section, students begin with mechanical drills and proceed through more contextualized exercises. *Yookoso* puts a great emphasis on developing proficiency in the four language skills. Reflecting this, each chapter provides students with opportunities to practice listening, speaking, reading and writing skills through a variety of meaningful and communicative activities related to the main topic.

Additionally, each chapter presents Culture, Communication, and Linguistic Notes which contain useful information for students to understand certain aspects of Japanese culture (e.g. how to say "no" politely). Furthermore, a workbook/laboratory manual, instructor's manual, audiotapes, as well as video and computer programs are also available.

Since there are enough materials to use in class, one of the advantages of using *Yookoso* is that teachers do not have to spend hours developing additional exercises to supplement the text.

Though it is intended for beginners, high school students might be overwhelmed with the large number of new *kanji*, vocabulary items, and grammatical structures presented in each chapter. They might also experience difficulty in using this text because some of the grammar points seem to be beyond the beginning level. For these reasons, *Yookoso* might not be appropriate for high school students with no prior knowledge of Japanese. However, this text can be one of the possible choices for second or third year students.

Yukiko Oguchi
University High School
Urbana, IL

A LETTER (AND EMPLOYMENT OPPORTUNITY) FROM HAWAII

Seabury Hall, a college preparatory school with an enrollment of 338 students from all over the globe, located on a secluded campus in "upcountry" Maui, is searching for an additional teacher of Japanese. Seabury Hall, which instructs students from the 6th through the 12th grades, has been recently recognized by the Department of Education as one of the premier schools in the nation and boasts one of the most successful language programs on the Hawaiian Islands.

The school currently offers French, Japanese, Latin, and Spanish. All students are required to take a language beginning with the 7th grade. The current Japanese program, new in concept and execution, is in its second year. We at Seabury Hall recognize the importance both of foreign languages in general and of Japanese in particular in the Pacific Basin.

Our aim is to hire an experienced teacher whose Japanese and English, both spoken and written, are native or near native. The position will entail the ability and willingness to work openly with other language teachers in order to build and strengthen our young and vigorous Japanese program. The candidate should be energetic, self-motivated, experienced, creative and interested in developing a Japanese language program without equal. Please forward resume and other pertinent information to: Gary A. Haldeman, Chair, Department of Foreign Languages, Seabury Hall, 480 Olinda Road, Makawao, HI 96768 Tel. 808/572-0896, Fax. 808/572-7196.

NEW RESOURCES

Kanji Pict-o-Graphix, by Michael Rowley, presents the *kana* syllabaries and over 1,200 *kanji*, each with a drawing that looks like the *kanji* and conveys its meaning to make it easy to memorize. Each entry includes the *kanji* and *kana* readings, main definition, standard written forms, and a brief phrase that reinforces the mnemonic. Author Michael Rowley is a book designer and graphic artist. The book is available through bookstores or from Stone Bridge Press, P.O. Box 8208, Berkeley, CA 94707. Tel. 800/947-7271 Fax. 510/524-8711.

Hiragana **and** ***Katakana*** practice cards are available in a portable, durable form, one-hole punched and on a ring. Language Express is offering a special 25% discount to JLTN Newsletter subscribers, making the $10 set available for $7.50. The cards have the *kana* with stroke order on one side, with the reading in *romaji* on the back. Order from Language Express, P.O. Box 460208, San Francisco, CA 94146-0208. Tel. 415/695-9406. Mention the JLTN Newsletter to receive your discount.

Focus Japan II: A Resource Guide to Japan-oriented Organizations is an 80 page reference to organizations in North America that focus on Japan in education, information, program and service activities. The publication is available for $59.95 from Gateway Japan, 1424 16th Street, NW, 7th Floor, Washington, DC 20036. Tel. 202/265-7685. Gateway Japan also offers an On-line Computerized Library with full text search and retrieval. It includes such information as daily news clippings on Japan from 30 American newspapers; profiles on organizations and institutions that emphasize Japan; exchanges, internships, research opportunities and funding sources; computer discussion groups. Subscription information is available from Gretchen Shinoda or Kristie Blair, c/o National Planning Association, 1424 16th Street, NW #700, Washington DC 20036. Tel. 202/265-7685 Fax. 202/797-5516.

Resources for Teaching about Japan by Linda Wojtan lists curriculum items on Japan and organizations interested in United States - Japan relations. The author has taken care to list only organizations that work with K-12 teachers, understand their needs, respect their challenges, and design meaningful materials. This 1993 edition replaces two earlier works, *Free Resources for Teaching about Japan* (1979-1987) and *Guide to Recommended Curriculum Materials for Teaching about Japan* (1986-1988). The 1993 *Resources for Teaching about Japan* is available for $6.00 per copy, plus $1.50 for shipping and handling, from Publications Manager, Social Studies Development Center, Indiana

University, 2805 E. 10th Street, Suite 120, Bloomington, IN 47408-2698. Tel. 812/855-3838 Fax. 812/855-0455.

Japanese Language and People is a beginners' language and culture course on video. It highlights the daily lives of the Japanese people so the viewer can learn language and culture simultaneously. Produced by the BBC, the material was filmed on location all over Japan and is complemented by short studio and animated graphics sequences. The program includes ten 28-minute video programs on three tapes, five 90-minute audio cassettes containing dialogues, exercises and other practice material; 1 textbook and 1 Teacher's Guide. The list price for the complete program is $359. Contact Films Incorporated Video, 5547, N. Ravenswood Ave., Chicago, IL 60640-1199. Tel. 800/343-4312.

SWAP SHOP

Two teachers are still looking for recordings of "*Ippon demo Ninjin*." If you know where they are available, or if you would like to arrange an exchange of a tape for other materials, contact Yuko Akamatsu, Pub Box #1057, EWU, Cheney, WA 99004; and Chris Thompson, University High School, 1212 West Springfield Avenue, Urbana, IL 61801. Tel. 217/244-4808.

CONFERENCES

* The ACTFL Annual Meeting to be held November 20-22, 1993, in San Antonio, Texas, will include many sessions for Japanese language teachers. These include: "Interactive and Cooperative Activities in the Japanese Language Classroom," "The Development of a Communicative Syllabus and Material for Japanese Courses," "How to Implement Content-Based Lessons into the Secondary Level Japanese Curriculum," "The Classroom in a Cultural Context," "Teaching Chinese and Japanese in the Elementary School: Methods, Materials and Assessments," etc. For more information on the ACTFL Meeting, contact ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801. Tel. 914/963-8830 Fax. 914/963-1275.

* The Northeast Association of Secondary Teachers of Japanese (NEASTJ) will be holding its second annual conference on Saturday, November 6, 1993, at the United Nations International School in New York City. For more information contact Kazuo Tsuda, United Nations International School, 24-50 FDR Drive, New York, NY 10010. Tel. 212/696-0347 or 212/684-7400. Fax. 212/889-8959.

* The Washington Association of Teachers of Japanese (WATJ) will hold its first Annual WATJ Conference on Saturday, February 5, 1994, at Lake Washington High School. For more information contact Leslie Birkland, Lake Washington High School, 12033 NE 80th Street, Kirkland, WA 98033. Tel. 206/828-3371.

* The Wisconsin Association of Foreign Language Teachers (WAFLT) will hold its 1993 Conference in Appleton, Wisconsin, November 5 and 6. A very impressive listing of sessions for Japanese teachers includes: "Developing Listening Comprehension Skills in Japanese as a Basis for Acquiring Speaking Skills," "A Picture is Worth a Thousand Words in Japanese, Too!" "Round Table Discussion about Japanese Textbooks," "Effective Use of Authentic Materials in Japanese" and "That Was Zen, This Is Now: Reflections of Current Trends in Teaching Japanese at Secondary Level." Teachers from outside Wisconsin are welcome to attend. For more information contact William Kean, WAFLT President, Suring Public Schools, P.O. Box 158, Suring, WI 54174.

* The Southwest Conference on Language Teaching and the Utah Foreign Language Association will be holding their joint regional conference, "Soar in '94, Reaching New Heights in Language Education," April 21-23, 1994, in Salt Lake City. Plan now to attend and stay tuned to the JLTN Newsletter for information on Japanese content at the conference. Contact Joann K. Pompa, SWCOLT Executive Director, Mountain Pointe High School, 4201 East Knox Road, Phoenix, AZ 85044. Tel. 602/759-8449 ext. 3036.

ANNOUNCEMENTS

* Sasuga Japanese Bookstore in Cambridge, Mass. is a full-service bookstore featuring books, magazines, newspapers and a variety of other publications in Japanese, as well as English language books on Japan. Sasuga also stocks a full range of textbooks and reference materials for all levels of Japanese language instruction and study. The extensive network of their distributor, Tohan, Inc., Japan's largest book distributor, allows them direct access to virtually any book, magazine or journal published in Japan with delivery in five weeks. (Yes, Bonjinsha too!) Sasuga also provides special order and direct-mail

service throughout the country and will compile book lists in any specific field. Discounts are available. Orders and inquiries should be directed to Karen Yahara or Lisa Vasiloff at Sasuga Japanese Bookstore, 7 Upland Road, Cambridge, MA 02140. Tel. 617/497-5460 Fax. 617/497-5362.

* The Bonjinsha and J.P.T. Japan Book Center is a bookstore in Santa Monica for Japanese teachers and students. The Book Center has a good selection of textbooks, workbooks, maps, dictionaries, computer software, etc. in stock and can order others from Japan. Mail, phone or fax orders are welcome. Request a catalog from Japan Book Center, The Water Garden, 2425 West Olympic Blvd., Suite 160 E, Santa Monica, CA 90404-4036. Tel. 310/453-1022 or 310/453-3291 Fax. 310/453-8022.

* The Japan Foundation is once again offering grants to assist Japanese language programs. Their grant programs include: salary assistance program for full-time Japanese language teachers; Japanese language teaching materials donation program; and assistance program for the development of Japanese language teaching resources. Application deadline is December 1, 1993. If interested, request information immediately from The Japan Foundation New York office, 152 West 57th Street, New York, NY 10019. Tel. 212/489-0299 Fax. 212/489-0409, or from your nearest Consulate-General or Embassy of Japan.

* Indiana University's East Asian Summer Language Institute (EASLI) will offer five levels of Japanese in a 9-week summer living and learning program. For more information and an application package, contact East Asian Summer Language Institute, Memorial Hall West 206, Indiana University, Bloomington, IN 47405 812/855-5246.

* *Understanding Japan* is an 8-page monthly newsletter dealing with current social issues in Japan. Recent issues have considered such topics as health care and health insurance; study abroad, gun control and the Yoshi Hattori incident; and owning a car, getting a license, and emission control. *UJ* is offering JLTN Newsletter subscribers three free months of their newsletter. To receive your free issues, send your name and mailing address to *Understanding Japan*, c/o IPIC, 1200 17th Street, #1410, Denver, CO 80202. Tel. 303/629-5811 Fax. 303/629-5224. Mention the JLTN Newsletter to receive your discount.

* The Keizai Koho Center Fellowships offer an opportunity for your colleagues in social studies to travel to Japan, June 18 - July 5, 1994. Pre-collegiate classroom teachers of social studies, history, social sciences or economics may apply, as well as supervisors and specialists at district and state levels and school principals. The all-expense-paid fellowships cover participation in a sixteen-day visit to Japan with an itinerary designed specifically for educators to learn about contemporary Japanese society. Encourage your colleagues or supervisors to apply, and plan some joint activities for your classes when they return! For more information, contact Program Coordinator, Keizai Koho Center Fellowships, 4332 Fern Valley Road, Medford, OR 97504. Tel. 503/535-4882 Fax. 503/535-2013.

* The National Council of Secondary Teachers of Japanese (NCSTJ) has a new Board of Directors as of September 25, 1993. They are Leslie Birkland (Kirkland, WA), Rebecca Burnes (Richmond, VA), Diane Gulbronson (Milwaukee, WI), Norman Masuda (Mountain View, CA), Nicholas Pond (Murray, UT), Hitomi Tamura (West Linn, OR), Christopher Thompson (Urbana, IL), Patricia Thornton (St. Paul, MN), and Kazuo Tsuda (New York, NY). For more information on NCSTJ contact Leslie Birkland, Lake Washington High School, 12033 NE 80 Street, Kirkland, WA 98033. Tel. 206/828-3371.

SPECIAL THANKS

Takuo and Waunita Kinoshita

Cliff and Hiroko Darnall

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The Newsletter of the Japanese Language Teachers Network is published four times each year in December, February, May and October. Our publication year begins with the December issue, but new subscribers are welcome at any time. In addition, a list of Resources for Teachers of High School Japanese is published in March-April. The subscription fee is $18.00 for the five publications. For more information, or to subscribe, contact Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Avenue, Urbana, IL 61801. Tel. 217/244-4808 Fax. 217/333/4064.

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